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ABSTRACT

The educational and social adjustment of Irish schoolchildren as they transfer to new schools is explored. The study emphasized problems of students entering secondary schools after completing primary school. Conducted by the Northern Ireland Council for Educational Research, the study encompassed over 3000 children who transferred from primary to secondary education in September, 1975. Twelve chapters analyze the pupils' background characteristics; their attitudes toward transfer, demographic characteristics of the different types of schools; initiatives taken by schools to alleviate problems of transition, pupils' socioeconomic status and friendship choices; their perceptions of their learning environments; their academic and social self-concepts; and teachers' assessments of their attainment, sociability, and perseverance. It was found that many difficulties experienced by children in their sociocultural characteristics (i.e., linguistic, aspirational) prior to entering secondary school. Pupil adjustment was also found to be influenced by relationships between teachers and pupils and different physical, social, and academic environments of the schools. (Author/AV)

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# PUPIL ADAPTATION
# TO
# SECONDARY SCHOOL

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# PUPIL ADAPTATION TO SECONDARY SCHOOL

This report is about the educational and social adjustment of schoolchildren in their first year at grammar, secondary, junior high and area bilateral schools. It identifies the problems encountered by the children and examines the steps being taken to help them come to terms with their new schools. The report is based on an investigation conducted by the Northern Ireland Council for Educational Research among some 3,000 children who transferred from primary to secondary education in September 1975.

*The author, Dr. B. J. Spelman, was until recently a Research Officer with the Research Unit of the Northern Ireland Council for Educational Research at the Queen's University of Belfast.*

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# PUPIL ADAPTATION
# TO
# SECONDARY SCHOOL

*A study of transition from primary to secondary education and subsequent patterns of adjustment among 3050 pupils who first entered secondary schools in September 1975.*

BY

B. J. Spelman

## ACKNOWLEDGEMENTS

*The following are owed a particular debt of gratitude for their assistance in producing this report: the teachers, for whom the study is intended, for their courtesy and interest; Dr. J. A. Wilson, Director for the Research Unit, for his perceptive advice on both the conduct and reporting of the enquiry; Mrs. Noreen Blair, for her assistance in administering the test programme in schools; Georgie McCormick, for her unfailing patience as secretarial assistant to the project; Dr. Karen Trew, a former colleague, for her comments on the manuscript; the Advisory and Operations Staffs of the Computer Centre, the Queen's University of Belfast, for their help in processing the data under quite exceptional circumstances; Eithne Murray and Sioghan O'Kane who typed and collated the report, and the Officers of the Council for their sustained interest in the outcome; to all of these, my thanks.*

*B. J. Spelman*

# FOREWORD

This report is being published at a time when the people of Northern Ireland are debating the organisation of secondary education. While the study is concerned with the transfer of pupils to different types of secondary school, the main emphasis is on pupil adaptation rather than on school organisation. It raises issues which the N.I. Council for Educational Research considers are of interest to teachers and of importance to schools.

In attempting to define transition and subsequent adaptation, the study adopts a multi-faceted approach in its analysis of the background characteristics of the pupils, their attitudes to transfer, the demographic characteristics of the different types of school, the initiatives taken by schools to alleviate problems of transition, the sociometric status and friendship choices of pupils, their perceptions of their learning environments, their academic and social self-concepts and their teachers' assessments of their attainment, sociability and perseverance. A valuable addition to the study is the evidence on the pupils' use of language as derived from an analysis of their written English.

The study highlights the kinds of information pupils receive about secondary education, its sources and its biases. It pin-points problems to be solved irrespective of the types of secondary school which pupils attend, whether in terms of pupils' initial transition or subsequent adaptation to secondary schools.

Dr. Spelman, who played the major part in conducting and reporting the survey, is to be congratulated on the way he has carried out a most thorough investigation of these sensitive issues. It is to be hoped that the report will be widely read and discussed.

Honorary Secretary
Northern Ireland Council
for Educational Research

J. McGilton

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# CHAPTER 1: SCHOOL SYSTEMS AND TRANSITION: AN HISTORICAL AND RESEARCH PERSPECTIVE

## 1.1 INTRODUCTION

Two separate, if often complementary, emphases are discernible in approaches to the question of transfer from primary to secondary education. The first of these relates to the most appropriate form of selection for an essentially bipartite system of secondary education, and is concerned with the validity of intelligence or attainment testing at the age of transfer in discriminating between pupils and in predicting subsequent pupil achievement. The second is more directly concerned with the effects upon children of the organisational and educational discontinuities brought about by transfer between school systems, and deals specifically with the problems of adjustment which pupils encounter on entering secondary school. These viewpoints are not mutually exclusive within a selective school system, and both are represented in the present study. However, the second emphasis becomes somewhat more predominant in a system such as that in Northern Ireland which is in process of change, and in which new transfer procedures between schools are being developed.

The first section of this review provides an historical perspective on the origins and evolution of the separate school systems in Northern Ireland since Partition, on the Acts which governed them, on the emergence of selection, and on the major investigative reports, whether academic or official, which influenced their development. The purpose of this section is to exemplify the influences, whether ideological or pragmatic, which have determined the ages and stages of primary and secondary education. The second section describes recent research studies of particular relevance to the transition and adaptation of pupils to secondary school. This section deals more specifically with the problems of adjustment which children encounter during transition, and provides a detailed description of the schemes devised by schools in Northern Ireland and elsewhere to alleviate the difficulties occasioned by transfer. The third section provides a summary of the evidence, and indicates the investigative perspective upon which the present study is based.

## 1.2 HISTORICAL PERSPECTIVE

The educational provision which Northern Ireland inherited in 1922 consisted of three separate school systems dealing, respectively, with primary (or elementary), secondary (or intermediate) and technical education. The elementary school system, administratively established by the Commission on National Education, 1831, made financial and administrative arrangements available to enable voluntary bodies to erect and maintain schools, to train and pay teachers and to provide suitable textbooks for pupils from the ages 5 to 14. While the system was theoretically non-denominational, these schools came increasingly under the control of the different clerical interests, so that by the turn of the century they were completely denominational in character.

The secondary school system was financed under the provisions of the Intermediate Education Act 1878. This Act enabled the Commissioners 'to conduct public examinations, and to pay premiums to outstanding candidates and fees to the conductors of schools whose pupils were successful in the examinations'. The intermediate schools catered for pupils in the age-range 8 to 18, and schools inspectors were appointed by the Commissioners in 1909. Teachers' salaries were paid directly by the Board from 1914 onwards. However, as described in the Ministry of Education's booklet *Public Education in Northern Ireland* (1964), 'The Board was in fact little more than a means of distributing public money on the results of written examinations'. It further adds that 'By thus limiting its responsibilities, the State was able, in secondary education, to skirt the denominational pitfalls which beset the Commissioners of National Education in the field of primary education, but it did so only at the price of ignoring much that was unsound in the system'.

The third school system in operation in Northern Ireland in 1922 was that providing technical education. The most recently established, and arguably the most successful type of educational provision, the system dated from 1899 when a Department of Agriculture and Technical Instruction was established in Dublin. This Department allocated an annual grant which the local government authorities supplemented from the rates to provide, in each county and county borough, a technical school to promote the teaching of subjects such as Science, Domestic Economy and Woodwork.

It is of importance to note that, from the outset, these three types of school, while providing the genesis of the present educational structure, were never intended to form mutually complementary facets of an integrated system of education. As Akenson (1973) remarks, 'It is possible to argue that Ulster did not succeed to a mechanism of education, but to three separate, self-enclosed systems....each going its own way, with little effort at overall guidance and co-ordination being made by the central government'.

The first major educational enactment following the establishment of the Northern Ireland Parliament (1921) was the Londonderry Act, 1923. Not unnaturally, its major concern was to 'establish a co-ordinated, regional system of education involving rate aid and at least partial local control of education'. The most far-reaching consequence of the 1923 Act was its stipulation, following the precedent established by the 1902 and 1918 Acts in Britain, that each education authority was to be charged with the responsibility of framing schemes for the provision of elementary and secondary education in its area, and of enforcing school attendance between the ages of 5 and 14. Moreover, provision was made for the transfer to the education authorities, under certain conditions, of schools under voluntary management, and financial aid was to be allocated to each type of school in proportion to the amount of control voluntarily transferred to the education committees. Privately-owned grammar schools were offered state recognition provided they accepted the Ministry's regulations concerning finance and the payment of salaries, and established governing bodies of reputable persons to see that such schools were conducted responsibly. Akenson (1973) comments that while it was anticipated that these conditions would prove to be so unpalatable to the private sector that they would have either closed their schools or transferred them to the education authorities, 'by 1947 only nine of the 75 recognised grammar schools were managed by local authorities'. A distinctive and persistent feature of the Northern Ireland educational system is therefore the high proportion of grammar schools which remain outside the control of the local education authorities.

The 1902 Act and the Free Place Regulations of 1907 in Britain had increased the number of elementary school pupils who were eligible to obtain a grammar school education, although these regulations were regarded as having benefited more middle than working class pupils. The Londonderry Act (1923) likewise made provision for a government scholarship scheme to be administered by each county borough to encourage able elementary school pupils to attend academic secondary schools. Scholarships to the value of £20 were to be awarded on the basis of a competitive examination. By the end of December 1929, 516 pupils from a total enrolment of approximately 11,600 pupils attending academic secondary schools in Northern Ireland had been awarded such scholarships.

In its efforts to observe the conditions of the Government of Ireland Act (1920) which forbade the Parliament of Northern Ireland to pass any law which would directly or indirectly establish or endow any religion, the Londonderry Act (1923) prohibited religious instruction during compulsory school hours, and forbade the appointment of teachers to schools on religious grounds. This was to engender considerable clerical opposition over the next decade, and the religious question was only partly solved by the compromise reached with the Protestant churches under the Education Act of 1930. One consequence of this settlement was the implicit recognition in Northern Ireland of two parallel systems of education: county elementary schools managed by the education authorities and staffed and attended largely by Protestants, and voluntary schools, usually managed by clergymen, of which a considerable number was Catholic.

In summary, therefore, educational legislation in Northern Ireland over the period 1922 to 1947, while following British precedent in its extension and co-ordination of basic educational facilities, was ideologically preoccupied with the rival claims of different religious denominations concerning the management and control of schooling. As the Ministry of Education's (1964) information booklet aptly puts it, 'The 1930 Act was a recognition of the failure of the 1923 Act to create a universal, non-denominational, educational system under public control'.

In Britain the Elementary Education Act of 1870 and the Education Acts of 1876 and 1880 had been a response to the demand, in an increasingly industrialised society, for universal, free, compulsory education for working class children in the age-range 5 to 14. The Endowed Schools Act, 1869, extended the number of grammar school places available to children of the middle classes, and the Education Acts of 1899 and 1902 established the basis for a state system of secondary schools and empowered newly-created local education authorities to provide financial aid for secondary education and to establish new secondary schools. The Education Act of 1918, the precursor of the Londonderry Act in Northern Ireland, imposed on local education authorities the duty of organising secondary education in their areas, and declared, in principle, that no child capable of profiting by such an education should be prevented from obtaining it by inability to pay fees.

However, as in Ireland, these different types of school were not designed as discrete stages in a single system, but were parallel systems designed for pupils whose capacities, needs and social functions were regarded as being totally different. As R. H. Tawney, a prominent advocate of educational reform, observed in his penetrating critique *Secondary Education for All* (1922), 'of any conception of the meaning of secondary education, of any central unifying purpose, of any philosophy of its function in society and of its relation to other parts of the educational system, there was hardly a trace'.

For Tawney, who later served on the Hadow Committee and provided some of its seminal ideas, two views of the relationship between primary and secondary education were possible: 'On the one view, primary and secondary education are stages in a single process through which all normal children ought to pass, because all, though in different degree, will respond to them; the measure of the success of both is the heightened human capacity which they evoke. On the other view, the primary and secondary schools represent, not stages of education, but systems of education. There must be facilities for passing from the one to the other, for the brighter children of the working classes are needed to supply the educated personnel, - the 'intellectual proletariat' - which modern industry, in its higher ranges, requires.... The choice between these two views is the most momentous issue of educational policy before the nation'.

Commenting on the emergence of the principle of selection in British education, Tawney (1922) defines it as the compromise which had been reached between elementary education as the education of a class, and the new demand that opportunities for full-time secondary education should be given to some of the more intelligent of the children attending the primary schools: 'The practical form which that compromise assumed was a system of selection. The existing assumptions and organisation of 'elementary education' were retained intact. But, by means of scholarships, free places and maintenance allowances, bridges were thrown....between it and the newly organised system of public secondary education'.

Fundamental to Tawney's (1922) definition of the relationship between primary and secondary education, and incidentally of the most appropriate age for transfer between systems, was the notion that the secondary phase constituted 'the education of all normal children during the years of adolescence from 11-16', or, more pointedly, that secondary education could be 'defined by the stage of life for which it provides; it is the education of the adolescent'.

These ideas were exactly reflected in the Report of the Board of Education (1925) on *The Training of Teachers for Public Elementary Schools:* 'National education is one problem with one aim, and its divisions correspond rather with stages in the individual's development than with kinds of school as they exist'. They were also reflected in the 1926 Report of the Hadow Committee, *The Education of the Adolescent*. This Report recommended that the existing systems of elementary and secondary education should be remodelled into a single, 'end-on', system of primary and secondary schools. The most significant paragraph of the Report recommended that 'primary education should be regarded as ending at about the age of eleven plus. At that age a second stage....should begin....which will be marked by the common characteristic that its aim is to provide for the needs of children who are entering and passing through the stage of adolescence'. This second stage of education was regarded by the Committee as 'presenting distinctive problems of its own, and requiring a fresh departure in educational methods and organisation in order to solve them'.

The Hadow Report, in its definition of primary education as 'the education of childhood', of post-primary education as 'the education of the adolescent', and of the age of eleven as the most appropriate age for transfer between these different stages provided the most influential, if questionable, description of the relationship between primary and secondary education in the history of British education. Nisbet and Entwistle (1966), in their publication *The Age of Transfer to Secondary Education*, take issue with its 'naive, and in certain respects erroneous, ideas of adolescence'. Citing evidence from studies by Tanner (1961, 1962) as to the wide range of individual differences in the onset of puberty, and the results of studies by Shuttleworth (1939), Bloom (1964) and Entwistle (1967) as to the continuous, uninterrupted growth in mental development from ages 6-18, Nisbet and Entwistle (1966) concluded that the 'clean break' between primary and secondary education recommended in the 1926 Hadow Report may have been a means of ensuring that secondary education would develop free from the influence of the old elementary school tradition, but could not be justified in terms of psychological theories of adolescence: 'There is no sudden change in children's behaviour with the onset of adolescence. It certainly may be a difficult period for some youngsters, but this is hardly a good reason for commencing a different phase of education'.

Nevertheless, the Hadow Report (1926) provided the impetus for the development of a tripartite system of selective secondary education, both in Britain and in Northern Ireland, which was in direct opposition to Tawney's original ideal of 'primary and secondary education as stages in a single process through which all normal children ought to pass' but whose justification, whether in terms of its intake, curriculum or function, was to occupy the attention of educationists for the next forty years.

The distinctions between the different types of secondary school were further reinforced throughout this period as a consequence of the work, if not always of the intentions, of psychologists such as Terman, Burt and Vernon in the field of mental measurement. The Spens Report on *Secondary Education* (1938) strongly supported a tripartite system of grammar, technical and 'modern' secondary schools, based on the view that, during childhood, intellectual development 'appears to progress as if it were governed by a single central factor, usually known as 'general intelligence', which may be broadly described as innate, all-round intellectual ability.... Our psychological witnesses assured us that it can be measured approximately by means of intelligence tests'. Since more specific, environmentally-influenced aptitudes were considered to become more prominent after the age of eleven, the existing age of transfer to a tripartite system of secondary schools was deemed to be justified.

The Norwood Report on *Curriculum and Examinations in Secondary Schools* (1943) similarly argued that at the primary stage 'the main preoccupation lies with basic skills and aptitudes of mind', and that instruction should accordingly be 'adapted to the degrees of general ability of children'. It also suggested that the purpose of secondary education should be 'to provide opportunity for a special cast of mind to manifest itself', and distinguished unhesitatingly between three different 'varieties of capacity' in children, albeit on the rather pragmatic basis that such 'rough groupings, whatever may be their ground, have in fact established themselves in general educational experience'.

According to the Norwood Report, there were pupils who were 'interested in learning for its own sake' who were most suited to a grammar school education, pupils whose 'interests and abilities lie markedly in the field of applied science or applied art' who were more suited to technical schools, and those who 'deal more easily with concrete things than with ideas' who were best suited to secondary modern schools. However, the Committee experienced some difficulty in reconciling its definitions of the nature of primary and secondary education with earlier arguments concerning the totality of the child's educational experience. Stating that in spite of differences all pupils have 'a common need and a common destiny', it comments that 'it would be a mistake to regard transfer from the primary to the secondary stages as a 'break'; rather it is a process, and the transfer must be eased by a curriculum which carries over, to some extent, from the primary stage'.

Burt (1947), in his evidence to the West Riding Committee on the validity of segregating children according to aptitude at eleven plus, argued that the classification of pupils for literary, scientific, technical and other forms of specialized education is as much a matter of vocational as of educational guidance. Moreover, in his contribution to the Black Paper debate on comprehensive reorganisation, Burt (1971) rejected the claim that psychologists had lent their support either to the Hadow Report's (1926) definition of 11+ as the age of transfer, or to the Norwood Report's (1943) justification of three types of secondary education: 'My own conclusion was that 'the age of transfer must be determined by administrative rather than by psychological considerations''.

The Butler Act of 1944, commonly regarded as the most wide-ranging and influential of the post-war Education Acts, directed that all children were to receive, as of right, some form of post-primary education. Moreover, access to grammar schools was extended to a greater number of pupils by the abolition of fees in all maintained and aided schools, and by the establishment of a grammar school scholarship scheme. While the 1944 Act did not prescribe which particular type of secondary school structure local authorities should encourage, the Ministry's publication, *The Nation's Schools* (1945), clearly favoured a tripartite system. However, a second publication entitled *The New Secondary Education* (1947), while re-stating the case for tripartitism, also indicated that 'The Minister desires to lay down no set guidelines for organisation, but to encourage local authorities to plan as best suits their local needs. In some places where conditions are favourable, the best way of carrying out the new plan may be to combine two, or three, types of secondary education in one school'. The Butler Act therefore accepted the conception of successive stages in education with the main break occurring at 11, though it also permitted a measure of flexibility in the types of secondary school to which children might transfer.

British educational developments up to 1944 were therefore essentially preoccupied with the extention of educational facilities to children from all social classes. However, questions concerning the nature of educational provision, or, more precisely, complementarity and diversity in primary and secondary education, continued to occupy a central part in public debate. Educational developments in Northern Ireland throughout this period, while hindered by recurrent controversies concerning the management and control of schooling, had nonetheless begun to take account of initiatives occurring elsewhere.

In October, 1943, a decision in principle was adopted by the Northern Ireland Government that 'having taken note of the proposals for educational reconstruction embodied in the English White Paper of July 1943....the government of Northern Ireland should declare its intention to introduce a scheme for commensurate advances in Ulster at the earliest possible moment'. A White Paper, *Educational Reconstruction in Northern Ireland*, was accordingly published in December 1944, but because of prolonged controversies on denominational issues such as the place of religious instruction in schools maintained by the

State, the freedom of teachers to refuse to engage in religious instruction, and the payment of grants to voluntary schools, the Bill itself did not become law until March 1947. The 1947 Act, like the English Act which preceded it, affirmed that all children were entitled to an education suited to their ages, aptitudes and abilities. It prescribed three stages in the statutory education of children to be known as primary education, secondary education and further education, and imposed on the local education authorities the duty of ensuring that efficient educational provision in all of these stages was available to meet the needs of their areas. The existing system of elementary schools which provided for children up to the age of 14 was to be discontinued and replaced by a system of primary schools up to 11+.

The secondary school system proposed by the Northern Ireland Act of 1947 was very similar to that established by the Butler Act, 1944. A free system of secondary (intermediate) schools was to be developed 'to provide an education beyond the age of eleven for those children to whom the academic training given in the grammar school was unsuited'. A scholarship system was instituted to enable a greater number of able pupils to attend grammar schools. However, as very few Northern Ireland grammar schools were under the control of local education authorities, the Act did not attempt to abolish fee-paying. It was proposed instead that, with certain minor exceptions, each school in receipt of government aid should be permitted to reserve up to 20% of its annual intake for pupils whom the headmasters would select at their discretion, the remaining 80% to be chosen by means of the 11+ or Qualifying Examination. The fees for such pupils (relative to their parents' income) were to be paid by the local education authority.

The third type of post-primary school stipulated in the Act was the technical (intermediate) school. These schools were intended to provide different kinds of vocational training, mainly for industrial apprenticeship. Unlike the procedure in England, it was not envisaged that pupils would transfer directly from primary to technical schools. Instead, pupils were initially required to spend two years at the secondary (intermediate) school, and those who obtained a sufficiently high standard in the appropriate entrance examinations were subsequently transferred, at 13+, to their local technical schools.

The Education Acts in England and Northern Ireland were similar in the extent to which they accepted the Hadow Report's recommendation of an 'end-on' system of primary and secondary education, the first stage terminating at 11+, the second corresponding to the Norwood Committee's definition of three types of secondary school. However, the Northern Ireland Act differed from its English counterpart in its recognition of fee-paying, in association with the 11+, as an integral part of the system; in its lack of provision for experimentation, at local authority level, with differing forms of secondary school organisation; but more particularly in the denominational constraints which obliged it to provide for a dual system of second-level schools, one under the control of the local authority, the other under the control of voluntary management.

Under the terms of the 1944 Act an Advisory Council was also established 'to advise the Ministry of Education upon such matters connected with educational theory and practice as they think fit, and upon any questions referred to them by the Ministry'. It is of interest to note that matters bearing either directly or indirectly on the transition from primary to secondary education were referred to the Advisory Council by the Ministry more frequently than any other issue. Three reports on the *Selection of Pupils for Secondary Schools* were presented to the Minister over the decade 1951-1960, and each contained a number of research reports on the validity of the Qualifying Examination. Taken together, these early studies indicated that teachers' ratings, when employed as part of the qualifying procedure, proved to be rather unreliable indices of pupil aptitude, particularly in the case of pupils attending small country schools; that success in the Qualifying Examination was generally more characteristic of pupils attending large rather than small primary schools; that whereas 91% of those who had passed the Qualifying Examination in 1948 also passed the Junior Certificate in 1951 and 1952, 68% of those who had not qualified but who had entered grammar schools as fee-paying pupils also did so; and that the intelligence test administered as part of the qualifying procedure in 1950 proved to be more reliable than the attainment tests in predicting success in subsequent examinations.

A study of particular interest was that conducted by Patterson (1960) on the incidence of early leaving among 3070 qualified pupils attending Belfast grammar schools between 1955 and 1958. Included in the Third Report of the Advisory Council (1960), the study found that the extent of wastage was quite considerable. While commenting that 'a wastage of 21.1 per cent in the first four years of the grammar school course is too high to be regarded with equanimity', Patterson concluded that 'some of these would have withdrawn under any system of selection, but many must have withdrawn because their intellectual capacity was insufficient for the academic standards of the grammar school'.

Two studies submitted to the Department of Education at Queen's University, Belfast, investigated the sociological implications of selection in somewhat greater detail. Cave (1965) conducted a follow-up study of 167 qualified and

136 non-qualified pupils, 66 of whom had entered grammar schools as fee-payers. His study revealed that children from higher social classes had prospects of obtaining jobs in the upper socio-economic ranges whether qualified or not, whereas qualifiers from the lower social classes usually left school earlier, without academic qualifications, and obtained jobs of lower socio-economic status. A second study by Graham (1968), a longitudinal investigation of 623 non-qualified fee-paying pupils admitted to 22 Northern Ireland grammar schools in 1958, found that whereas 71% of the pupils sampled were later declared as qualified by the Review Procedure, 49% had left school before completing the grammar school course. However, of the total non-qualified intake, 56% passed the Junior Certificate Examination, 35% passed the Senior Certificate, and 9% gained two or more 'A' levels. Moreover, 44% of those who subsequently returned completed questionnaires were receiving some form of tertiary education. The results of these studies, in addition to casting some doubt upon the predictive efficiency of the selection process, would tend to confirm Cave's (1965) observation that 'the Qualifying Examination in its existing form up to 1966 did not appear to solve the problem of social mobility for the less privileged'.

Much research and initiative throughout the period 1950-1960 in Northern Ireland was therefore preoccupied with the methodology of the selection and review procedures and with the adaptation and extension of educational facilities in accordance with the requirements of the 1947 Act, and relatively little time was devoted to theoretical issues. The authors of the Advisory Council Report on the *Selection of Pupils for Secondary School* (1955) rather tersely described their function as follows: 'Our present report is to be regarded as a commentary on this machinery, prepared by a representative body of citizens'. However, the ensuing decade was to witness a return to issues of principle, both in Britain and in Northern Ireland, in which the function and complementarity of the primary and secondary systems of education were subjected to a critical re-appraisal.

Donaghy (1970), in his commentary on the gradual emergence of forms of comprehensive education in Northern Ireland, interprets the Ministry of Education's decision in 1961 to abolish technical (intermediate) schools as separate entities and to allocate their functions to secondary (intermediate) schools, and the further decision by the Johnston Committee (1960) to broaden the scope of external examinations permissible to secondary (intermediate) schools as 'milestones in the disintegration of the rigid tripartitism of the 1947 Act'. Other experiments with alternative forms of secondary education prior to 1960, more notably in Belfast, are described by McNeilly (1973). Here the Belfast Education Committee, under its Director, Dr. I. Stuart Hawnt, refused to subscribe to the tripartite structure of secondary education prescribed by the 1947 Act, and successfully resisted pressure from the Ministry of Education to establish technical (intermediate) schools in the City. However, proposals for an alternative system of bilateral secondary schools or for a two-tier system of common secondary schools followed by senior high schools were rejected by the Ministry of Education as unacceptable. The only concession granted to the Belfast Committee in this connection was permission to admit annually a set proportion of qualified pupils to the Belfast Model Schools. However, bilateral schools, or secondary (intermediate) schools providing for a wider spectrum of ability, were gaining acceptance throughout this period in rural areas of the province where grammar schools were not easily accessible, or where such schools had been developed as a result of individual initiatives.

The publication of the Report of the Fifth Advisory Council on *Secondary School Organisation* (1964), and the ensuing White Paper *Educational Development in Northern Ireland* (1964) marked a turning point in the educational policy of the province in that, for the first time, the existing system of secondary education was officially put in question. Foremost among the Advisory Council's recommendations was that the attainment tests in English and Arithmetic associated with the Qualifying Examination for grammar schools should be replaced in 1966 by a Selection Procedure in which verbal reasoning tests would be employed in conjunction with teachers' estimates of pupil progress in the latter years of their career at primary school. However, a potentially significant part of the Report was also that in which the Advisory Council, while conceding that 'it would be unreasonable to insist on a uniform system of secondary school organisation throughout the province', recommended that, in areas of development such as the new city of Craigavon, the Ministry should be asked to 'encourage the local education authority and voluntary authorities to consider the possibility of dispensing with selection by providing, for example, common secondary schools which would offer a full secondary course to all children of the area, or schools on a two-tier system like that established in Leicestershire'. It also stated that 'any agreement among the constituent elements of a selective system in a given area to end selection should be officially supported'.

The White Paper *Educational Development in Northern Ireland* (1964) confirmed and extended most of the recommendations contained in the Advisory Council's Report. In answer to the question as to 'whether the existing system of secondary education should be continued or should be replaced by a new system based on some form of comprehensive school' it stated that 'The Government does not intend to reconstruct the whole secondary school system on comprehensive or quasi-comprehensive lines in order to dispense with external selection at 11+. Instead, developments in secondary school organisation designed to reduce the importance of selection will be actively encouraged'. It referred to variations in practice as exemplified by the rural bilateral schools and the Belfast secondary (intermediate) schools, and suggested the Leicestershire two-tier system of junior and senior high schools or sixth-form college structures as other possible alternatives. However, the Paper stressed that the Ministry would prefer that 'a non-selective system should evolve gradually by common consent from existing provision than that it should attempt to impose, in a single operation, a rigid system of comprehensive schools'.

In the following year, 1965, the Director of Education for County Armagh presented to his Education Committee a framework for the reorganisation of secondary education in the new city area of Craigavon. This entailed the development of a two-tier system consisting of non-selective junior high schools, followed by transfer, at 14+, to senior academic and technical high schools, and became known, after its proposer, as the Dickson plan. Research studies relating to this and other developments in secondary school organisation throughout the period 1960-1970 have been reviewed by Spelman (1975)

However, the latter half of this decade in Northern Ireland was not particularly noteworthy for any further initiatives in the field of secondary school organisation. Donaghy (1970), reviewing developments throughout this period, commented that 'The real disappointment for those who visualised non-selective education evolving naturally from the principles stated in *Educational Development in Northern Ireland* was the lack of such developments in the activities of the Ministry itself'. Nevertheless, the removal of existing discrepancies between grammar and secondary (intermediate) schools in regard to staffing ratios, class size and duration of the school year contained in the Ministry's *Secondary School (Grant Conditions) Regulations* (1965), the encouragement of forms of public examination for pupils attending secondary (intermediate) schools recommended in the Ministry's *Curriculum of the Secondary (Intermediate) Schools* (1967), and the incorporation of the voluntary schools more fully in the state system under the Education Amendment Act (1968) all contributed considerably towards the lessening of the more obvious disparities within the existing bipartite system of secondary education in the remaining years of this decade.

McNeilly (1973), commenting on the position as it affected the Belfast

Education Committee at this time, remarked that 'after these changes, the Government, the Committee and the teachers in the Committee's secondary schools were at last nearly in alignment in attitude towards the intermediate schools as they had developed in Belfast. Any further major changes would have to come in such areas as a complete re-structuring of secondary education, involving such debatable issues as comprehensive schools or integrated schools. Even the most optimistic administrator would now quail if presented with the problems of facing up to these issues directly'.

The development of primary education was receiving considerable attention in Britain throughout this period, culminating in the publication of the Plowden Report *Children and their Primary Schools* (1967) in England, and, in the same year, the publication of the Gittins Report *Primary Education in Wales*. In July 1968, the Sixth Advisory Council published its own Report on *Primary Education in Northern Ireland*. Noting research evidence as to the adverse effects of variable ages of initial entry to primary school on pupil attainment, the Report recommended that the month of September following the child's fifth birthday should be the official age for the commencement of primary education which should ordinarily last for six years (not seven, as suggested by the Plowden and Gittins Reports). It also stated that provision for nursery education in the province should be considerably expanded, that nursery classes should be provided in each primary school, and that priority in nursery provision should be given to children from disadvantaged backgrounds.

In regard to the primary school curriculum, the Report noted that education in Northern Ireland primary schools had been governed since 1957 by the unrevised *Programme for Primary Schools*. Commenting on the increasing trend towards discovery learning, individualised instruction and innovative forms of school organisation at the primary level, the Report recommended that a specialist study group should be set up without delay to prepare a Guide for Teachers which would 'more adequately reflect the situation as it exists in the more forward-looking schools', that teachers' centres should be established, and that 'means should be sought whereby closer liaison can be achieved with the Schools Council in England'.

However, the Report regarded the question of the most appropriate age for transfer from primary to secondary school as being closely bound up with the more general problem of selection for secondary education. It noted that Circular 10/65, issued by the Secretary of State for Education and Science in 1965, had given 'official sanction and impetus to the trend away from a selective system of secondary education' in Britain. It also noted that both the Plowden and Gittins Reports favoured the abolition of the Selection Procedure, and affirmed the view that 'primary education is an end in itself, and not simply a means of qualifying for a particular type of secondary education'. Nonetheless, since the problem of selection was not within its terms of reference, and since the question of selection and age of transfer were so closely related, the Report recommended that 'both these problems should receive urgent attention, either from the new Advisory Council or from a specialist Working Party set up to report on these matters'.

In effect, therefore, questions of principle and practice were becoming disentangled towards the end of the decade 1960-1970. The bipartite structure which had come about as a result of the 1947 Act, and the rubric of selection which governed it were being questioned, and attention was again being directed towards the intrinsic coherence of the educational process, and the extent to which differentiation should occur within and between its various segments.

The first Report of the Seventh Advisory Council, *The Existing Selection Procedure for Secondary Education*, was published in January 1971. Concerning the efficiency of the new method of selection the Report concluded that, subject to certain detailed improvements, the procedure was the best instrument of selection then available. However, the Council expressed 'grave disquiet' regarding the principle of selection, and expressed the opinion that 'recommendations concerning the age of transfer from primary to secondary education should be made only after the conclusion of a study which the Council has initiated into the application to Northern Ireland of various forms of school organisation'.

This study was published in February 1973 under the title *Reorganisation of Secondary Education in Northern Ireland*, but it is more commonly known as the Burges Report. The Report examined in detail the advantages and disadvantages of different types of secondary school structure including the prevailing bipartite system, a middle school structure, a two-tier system and an all-through 11-18 comprehensive school structure. It noted the emergence of bilateral secondary schools in rural areas of the province and the development of a system of junior and senior high schools in the Craigavon area, and approved of existing collaboration between schools of differing religious denominations.

It found that many of the arguments advanced for and against different types of secondary school structure were centred on whether pupils should move from one school to another during their secondary school career, and expressed the view that some of the problems associated with movement between schools depend on the internal organisation of schools rather than on external factors:

'Teachers can consciously help pupils to overcome any unsettling effects of a change of schools; professional care and planning can overcome some difficulties; but it remains true that some structures cause more difficulties than others'.

Of the four alternative modes of secondary school reorganisation examined by the Advisory Council, a system of middle schools catering for the age range 9-13 was perhaps the most fundamental in terms of its possible implications for the structure of both primary and secondary education. Middle schools had been proposed in the Plowden Report (1967) as a means of easing the transition between the primary and secondary stages of education in terms of curriculum and organisation, and as a means of allowing for different rates of development towards sexual maturity in boys and girls. However, the Report of the Sixth Advisory Council (1968), in reviewing such developments, had categorically stated that 'we see no reason to depart from our policy in Northern Ireland that a child's primary education should be pursued within one school'. The 1973 Report of the Advisory Council, while accepting the importance of recognising different stages in children's development, argued that this was a complex process not necessarily determined by the organisation of the school system. Moreover, in terms of curriculum and organisation, the Report argued that 'cognisance of the need to avoid the danger of an abrupt change of methods and curriculum can be taken in different types of school structure; the scope of curriculum and choice of methods used in a school at any stage are a matter for decision within the school'.

However, in more general terms, the Report was of the opinion that reorganisation of secondary education should be undertaken 'in the hope of providing better educational opportunity for all children', and that 'such improvements in opportunity cannot be achieved if we continue to select children for different kinds of schooling at the age of 11+'. Yet it remarked that in the large number of memoranda submitted to the Working Party there was little evidence of unanimity as to the type of secondary structure preferred, and suggested that the best form of restructuring might be one adapted to the needs of individual localities and one which would make most effective use of existing provision.

The Report was not prepared to suggest any change in the age of transfer, arguing that 'the objections raised are not to transfer at 11+, but to selection at that age'. It concluded its deliberations with the majority recommendation that 'the Minister of State make now a declaration of intent to eliminate selection at 11+ as soon as possible through a restructuring of the educational system'.

Two years later, in February 1975, the Minister of State for Education announced the instigation of a feasibility study into forms of secondary reorganisation to be conducted by the Senior Chief Inspector on behalf of the Department of Education. This investigation was not to be concerned with the theoretical arguments for and against reorganisation, but with the actual practicalities and possibilities of its implementation within the present buildings. The results of this study were published in July 1976 as a Consultative Document entitled *Reorganisation of Secondary Education in Northern Ireland.*

While stressing that the Government was not, at that stage, committed to any particular type of reorganisation, the Document outlined in some detail how the majority of post-primary schools in the province might be adapted to a structure in which non-selective 11-16 schools would co-exist with non-selective 11-18 schools, but with the latter recruiting from the former at sixth-form level. This was the structure most favoured by the Consultative Document in terms of existing resources and provision, though it was also suggested that the two-tier system developed in the Craigavon area might remain as such except that selection at 14+ should be replaced by choice, and that the senior (academic) high schools should become comprehensive 14-18 schools.

However, the Consultative Document was firmly opposed to the notion of a sixth-form college structure on the grounds that 'a considerable body of educational opinion is opposed to it,....there is not a sufficient number of pupils except in the larger centres of population....and there is not, as a rule, an existing building in which they can satisfactorily and economically be housed'. The Seventh Advisory Council's (1973) recommendation concerning the existing age of transfer was accepted in the Document, and the middle school was not considered as an organisational alternative.

The authors of the Consultative Document, while putting forward these proposals, also underlined the importance which would be attached to the views and advice which would publicly be sought from individuals as well as organisations following the issuing of their report. Submissions concerning the Document were accepted by the Department up to April 1977.

Following the publication of the Burges Report (1973), the Northern Ireland Council for Educational Research also initiated a complementary, if independent, survey of teachers' opinions on the principles of secondary education and on alternative types of secondary school organisation. This investigation, which commenced in January 1976, was based upon a sample of approximately 3000 teachers representative of primary education, all types of secondary education and colleges of further education. The Report of the study, which was entitled *The Organisation of Secondary Education* (Wilson and Spelman 1977), was published in April 1977, in time to be submitted as evidence to the Department of Education.

In that section of the Report dealing with teachers' preferences for differing structures within secondary education, the results of the NICER enquiry indicated that while teachers were predictably divided in regard to the present system of grammar and secondary (intermediate) schools with selection at 11+, the organisational alternative which was most popular among teachers was a 'system of 11-16 schools followed by transfer to a sixth-form college structure which offered both academic and vocational courses, or which made the latter available in area technical colleges'. Opinion also favoured a two-tier system of junior and senior high schools with selective transfer at 14+, but was evenly divided on the issue of the middle school followed by selection, although primary teachers were more favourably disposed towards the middle school with deferred selection than towards the present bipartite system. However, in all types of secondary reorganisation which involved transfer between schools, teachers were generally of the opinion that such transitions should be based upon some form of selection.

The results of the NICER investigation indicated that teachers' preferences were at variance with those structures proposed in the Burges Report or subsequently in the Consultative Document on at least three issues: the acceptability of a sixth-form college structure, the desirability of selection within a two-tier system, and the coherence of forms of school organisation particular to individual localities or based upon existing provision. However, the NICER study had no comment to offer on the Consultative Document's suggested structure, the 11-18 school recruiting at sixth-form level from the 11-16 school, as it was not officially proposed as an organisational alternative until 1976.

In April 1976 the Minister of State for Education appointed a Working Party whose terms of reference were 'to consider an alternative to the existing 11+ Selection Procedure for transfer into secondary education, for adoption in an interim period while the reorganisation of secondary education is under consideration'. A *Report of the Working Party on Alternative Transfer Arrangements* was published in April 1977, in which it was recommended that in place of the 11+ system, a Transfer Record should be compiled by primary principals which, in addition to background factors, should include estimates of a child's ability in Mathematics, English and Verbal Reasoning derived from school-based tests whose comparability, in terms of standards, would be monitored by the Department of Education. The Report also recommended that choice of secondary school should be made by parents in consultation with principals and with reference to pupils' abilities as indicated on the Transfer Record. Parents' first choice should then be entered on the Transfer Record which should be forwarded to the Area Board.

Following consultations with the parents of prospective pupils, secondary schools could then select 85% of their agreed intake on the basis of the information conveyed in the Transfer Records of pupils who had applied to their schools, the remaining 15% being reserved by the Area Boards to provide for misplaced pupils or those who did not obtain their choice of school.

The Working Party based these recommendations on the assumption that the new procedures would operate for pupils transferring into the existing system of secondary education in September of 1978 and 1979, but that firmer decisions on the future of secondary education might be expected by 1980, when the procedures would be revised.

In June 1977 the Minister of State issued an extensive statement on secondary education in which the key passage indicated his acceptance of the majority recommendation of the Burges Report that he should declare his intention 'to eliminate selection at 11+ through a restructuring of the school system'. The text of his statement, which was published in full in the *Belfast Telegraph* of June 15th, indicated that the terms of reference of the Consultative Document had been too restrictive, and that its recommendations, whether in terms of school structures or finance, were not to be acted upon. Nevertheless, the submissions received by the Department in connection with the Document had otherwise revealed 'a surprisingly broad measure of agreement'. Among the issues of which the Government had taken note were the views that 'it would be wrong to attempt to impose a single uniform system of reorganised secondary schooling to cover all areas of Northern Ireland'. Conceding that 'there is no best method of organising comprehensive schooling', the Minister stated that the Education and Library Boards would be invited to undertake the planning of the restructuring of secondary education in their areas in consultation with local opinion and local schools, but he also added the cautionary note that 'while the restructuring of the secondary school system cannot be rushed, it would also be undesirable for the process of restructuring to be drawn out for an unnecessarily lengthy period of time'.

While accepting the unsuitability of the Consultative Document's parallel 11-16/11-18 structure, the Minister noted that there was strong support for separate sixth-form colleges. Expressing the view that particular attention should be paid to the possible development of sixth-form and tertiary colleges, the Minister added that he was arranging to publish as a Working Paper for the Boards a feasibility study of separate sixth-form provision recently prepared by the Department's Inspectorate.

On the question of transfer from primary to secondary education, the Minister stated that transfer in 1978 should be on the basis of the procedure put forward by the Working Party on Alternative Transfer Arrangements, and that 'the 11+ examination will not be held again in Northern Ireland'. However, the Minister also expressed his intention to refer to the Education and Library Boards the more general question of 'transfer from primary to secondary education in a comprehensive system'.

On the question of religious integration, the Minister concurred with the view that reorganisation should not create new barriers to integrated education, nor reduce the amount of integration which exists at present. He indicated in this context his intention to set up 'a small Working Party of independent persons to take a completely new look at the way schools are managed in Northern Ireland'. Separate working parties were also to be established to consider the role of the voluntary schools in the new system and to examine all administrative and legislative aspects of developing secondary education along comprehensive lines, in accordance with the Government's emphasis on the need for 'the most careful preparation to ensure that transition is a developing and not a disruptive process'.

The present decade in the history of educational development in Northern Ireland has therefore been most notable for its concern with the relationships between issues of principle and practice. The tripartite structure originating from the Hadow Report (subsequently the bipartite system in Northern Ireland) has been subjected to a re-examination which has repeatedly focused on both the educational and organisational aspects of transition. The following section considers the problem of transition more specifically in terms of its implications for the personal adjustment of pupils entering secondary school in the light of evidence from recent research studies and of transfer procedures developed elsewhere.

## 1.3 RESEARCH PERSPECTIVE

Nisbet and Entwistle's (1969) study *Transition to Secondary Education* was the first study of any significance to monitor the effects upon children of transfer from primary to secondary education. It consisted of a five-year longitudinal study of the personality, attitudes and attainment of 3200 Aberdeen schoolchildren at ages 11, 12, 13, and 14, that is, from the latter years of primary school to the end of the second year of secondary school (transfer occurs at 12 years of age in Scotland). The investigation was designed to provide answers to the questions 'What are the intellectual and non-intellectual correlates of academic success during the transitional period?', and 'Are the correlates of success after transfer in any way different from those at other stages of education?'.

The findings indicated that the accuracy of verbal reasoning scores in predicting attainment at secondary school increased considerably between the ages 9-11, but there was little increase thereafter: 'The results suggest that there is little to be gained by retaining children in the primary school simply to increase the accuracy of selection for secondary school...a delay from age 11 to age 12 would have reduced the number of errors of allocation by only 11 in an age group of 3200'. Of the non-intellectual variables, socio-economic status and parental encouragement correlated more significantly with attainment at secondary than at primary school. Subsequent analysis confirmed these results, and indicated that pupils' sense of ambition and social maturity were also significant factors in enabling them to overcome the sudden changes involved in entering secondary school.

An examination of the characteristics of those who improved and deteriorated upon transfer indicated that pupils' academic motivation, attitude to work and the extent of parental encouragement most significantly distinguished between these groups. Moreover, stability and social maturity were important in the case of girls who improved. A similar analysis of pupils' background characteristics indicated that the levels of parental education, home literacy, home accommodation, and to a lesser extent parents' occupations, all distinguished significantly between those who improved upon transfer as opposed to those who did not.

An examination of the effects of age and movement between schools upon pupil attainment at secondary school indicated that, for the first of these effects, 'the conclusion must be that younger, less mature children are more likely to suffer a set-back immediately after entering the secondary school'.

The findings relating to those who changed schools upon transition as opposed to those from the independent sector who did not were less clear-cut, but the differences were in the direction predicted: 'There is at least a suggestion that children who stay on at the same school adjust to secondary school more effectively than those who change schools at transfer'.

Pupils' attitudes to transfer were obtained from an analysis of essays written by a representative sample of 552 pupils concerning their first weeks at secondary school. The results of this analysis, which was conducted by Murdoch (1966), suggested that only about 11% of the boys and 8% of the girls had found transfer a wholly enjoyable experience. As many as 57% of the boys and 64% of the girls had experienced identifiable problems in adjustment. However, after a term or more in the secondary school, about 80% of the children reported that they preferred their secondary to their primary schools. Nisbet and Entwistle (1969) commented, here, that while 'the feelings of insignificance and bewilderment wear off, our other research shows that the after-effects seem to leave their mark on children's academic performance throughout the first year at secondary school'.

In September 1972 the Educational Development Centre of the City of Birmingham Education Department initiated a survey of transfer provision in the nineteen major catchment areas under its control. Its final Report *Continuity in Education (Junior to Secondary)*, published in 1975, represents the most detailed study of the organisational, attitudinal and behavioural concomitants of transfer conducted in Britain. The terms of reference of the project were 'to carry out a study of the transition of pupils to the secondary stage of education, and to make recommendations accordingly'. The study differs from other investigations of transition in that schools in the Birmingham area are organised into a number of primary-secondary 'consortia' in which each set of secondary schools draws from a defined set of primary school pupils at age 11. The study was not, therefore, particularly concerned with logistical questions concerning selection or the age of transfer, but rather with transfer procedures and practices within mutually complementary sectors of the school system. Six main areas of enquiry were investigated, mainly by questionnaire and interview, and the schools which participated in the various stages represented 81% of all schools, whether primary or secondary, listed in the City's Service Directory.

The findings from the first area of enquiry, 'liaison between primary and secondary schools and comparison of curricula', indicated that while very few primary school staff visited their receiving secondary schools, rather more secondary staff visited their contributory primary schools. The number of visits made by teachers from either type of school was in direct proportion to their teacher-pupil ratios, and, in the case of primary schools, such visits were often made by principals. No form of curriculum liaison was apparent in half the schools surveyed, and liaison in the remainder was 'haphazard and varied according to individual interest'. In certain cases there was definite apathy on the part of teachers towards any kind of liaison. However, particular interest was expressed by two-thirds of the teachers sampled concerning continuity in remedial work between both types of school, and problems relating to the teaching of Mathematics and French were also matters of concern.

The second area of enquiry was concerned with 'school records and the methods of pupil assessment'. Here the Committee found that, from the outset, there was general agreement that 'the production of a pupil transfer card, to be passed to the secondary school, should be the aim of its work'. It was also felt that 'cumulative records, desirable as they are for recording in detail a pupil's progress through the primary school, may not present information which is easily retrievable at transfer'. A transfer card intended to provide information on pupils' personal characteristics, family backgrounds, home circumstances, ethnic origins, parental interest, school attendance, behaviour and attitudes within and outside the school, peer group relationships, particular talents and disabilities, remedial requirements and involvements in extra-curricular activities was therefore designed and subjected to a series of pilot studies in participating schools. Following a number of revisions, the transfer card was presented to the main Project Committee, 'who, because of the intense and persistent pressure put on them by schools in many consortia, agreed to its submission to the Education Committee with a recommendation that it be adopted as an official L.E.A. document and made available to those schools who wished to use it'.

When teachers' opinions were requested concerning the types of academic assessment which should be transmitted to secondary schools, in excess of 80% of all teachers surveyed, whether primary or secondary, expressed a clear preference for objective testing in Mathematics, Reading and General Ability. Moreover, 66% of primary teachers and 75% of secondary teachers wanted these assessments to be conducted under the auspices of the Local Education Authority. Since 1975 the transfer card has become an official, but optional, part of the transition process in Birmingham. Moreover, published tests of reading attainment and general ability, together with specially devised tests of basic number bonds, number skills, concepts and problem-solving, also form a recommended, but optional, part of the procedure.

The third area of enquiry dealt with the nature and extent of relationships between home and school. School replies relating to parents' associations indicated that 40% of both primary and secondary schools had such associations, but that their functions varied and appeared to have little direct relevance to continuity or transfer. Information on the extent of home-school visits showed that very few schools had specifically appointed counsellors who visited pupils' homes, although other teachers did occasionally establish such contacts. However, home visiting was not generally considered to be part of a school counsellor's work.

The majority of schools had open days, sports days and concerts to which parents were invited, but the amount of informal contacts between home and school was found to decrease as children grew older. Most of the secondary schools sampled reported that they organised parents' meetings following transition, and that many members of staff were involved in these. It is of interest to note, however, that while secondary schools provided at least two written reports on pupil progress during the school year, one-third of the primary schools sampled provided no such records. In its concluding comments the Committee recommended that the whole area of home-school relationships should be investigated as a separate entity, and not in the more limited context of transfer between schools.

The fourth area of enquiry consisted of a comparative study of children's attitudes towards their secondary schools, both prior and subsequent to transfer. Pupils' attitudes were ascertained by questionnaire on both occasions. The findings indicated that 'by far the greatest single factor in pupil/teacher relationships is the personality of the individual teacher'. In over 44% of answers to the question 'What will you miss most about this primary school?' individual teachers were mentioned, and twelve months later, in reply to the question 'What have you missed most from your primary school?' some 33% still missed their primary school teachers. Pupils also commented favourably on the organisation, atmosphere, stability, amount of homework and lack of uniform at primary school.

The results of this section of the enquiry generally indicated that primary teachers had developed in their pupils a high expectation that they would enjoy, and be successful in, their secondary schools. Nevertheless, the number of children with no knowledge of their prospective secondary schools was surprisingly large, particularly in the case of primary schools which contributed almost exclusively to one secondary school.

Of the 269 pupils interviewed at the end of their first year at secondary school, 240 indicated that they had enjoyed the experience. The great majority indicated that they liked the challenge of their new environment, and referred approvingly to the variety of work, the introduction of new subjects, the different buildings and the contact with new teachers. Of those 128 pupils who mentioned their teachers, 106 reported that they had formed desirable relationships, some of them mentioning with approval 'adult treatment'.

In terms of pupils' attitudes towards school subjects, Physical Education proved to be the most popular; English was also widely approved, although passive activities such as silent reading received some adverse comment; pupils were evenly divided in their attitudes towards Mathematics; History and Geography were more liked than disliked, whereas rather more pupils disapproved of Religious Education than approved of it. In general, however, the findings indicated that 'the response to a particular subject was, in fact, the response to the teacher of that subject'.

It is interesting, also, to note that issues such as bullying, homework, school size, and organisation and discipline at secondary school did not seem to feature appreciably in the likes and dislikes of new entrants to secondary school. This section of the Report concluded with the recommendation that 'secondary teachers must be made to realise that it is they themselves who matter to the child. A child who is happy in his relationships with his new teacher will be happy in his new school. He should be encouraged and praised as much as possible, and be treated with friendliness and firmness'.

The fifth area of enquiry consisted of an investigation into the transition arrangements organised by schools, both leading up to and immediately following transfer. The results presented here are based upon the replies of 22 secondary modern, 14 bilateral and 7 grammar schools. The enquiry revealed that teachers from nearly all secondary schools visited their main contributory primary schools, and that the purpose of such visits was to meet and talk with prospective pupils and to obtain information on academic standards, medical details and personal background. Certain secondary schools also organised attainment testing in their contributory primary schools.

Following transition, nearly all secondary schools made arrangements for parents of incoming pupils to visit the schools. These visits usually took the form of a talk and guided tour of the school. Open days and evenings were a feature of many schools, and parents were frequently given a written brochure or prospectus concerning the school. Moreover, the majority of the secondary schools sampled (75%) invited the parents of transferring pupils to attend the school for a personal interview. Only a very small proportion (4%) organised no meetings of any sort for the parents of new pupils.

In terms of actual induction procedures, the first morning in most secondary schools was devoted to the issuing of timetables and the introduction of new pupils to members of staff. In the majority of schools the normal timetable began in the afternoon. For an initial three week period pupils in many schools were in temporary groups, usually formed to enable testing to take place. Permanent groups were formed after the results of testing were known, and pupils were in their appropriate classes by mid-term at latest. These permanent groups varied in character, and included streaming, banding, and mixed ability grouping with or without setting.

Most of the schools sampled seemed to adopt subject specialisation with the majority of pupils as soon as possible, although, in a small number of schools, form teachers took first form pupils for English, Mathematics and Integrated Studies for a minimum of two and a half days per week. In its concluding recommendations the Report comments that 'if testing of the new entrants is considered to be necessary, this should be carried out in the secure and familiar environment of the primary school, rather than in the secondary school after the children have transferred'. It further recommends that temporary grouping, if absolutely necessary, should be for as short a duration as possible; that first form children should spend a large proportion of their time being taught by their form teacher; that form teachers should be carefully selected, and should not, if possible, include probationary teachers or teachers new to the school; and that procedures should be established to monitor how children have adapted to their new schools and how they are progressing.

Two subsidiary studies on problems of adjustment to secondary school were conducted under the aegis of this report. The first of these studies (Merton, 1975) consisted of a comparison of the assessments of primary teachers, secondary teachers and the self-assessments of a group of 30 pupils within a comprehensive school on the extent to which they had adjusted to secondary school. The results suggested that teachers' and pupils' views on adjustment differed considerably; that children based their criteria of adjustment on sociability, popularity and perseverance, but that teachers ranked co-operation higher than perseverance; that children who saw themselves in much the same way as their teachers made the best adjustment to secondary school, but that the least well adjusted were those concerning whom there was least agreement between the ratings of their primary and secondary school teachers.

The second enquiry (Ball, 1975) consisted of a series of case studies of

43 comprehensive school pupils who were defined in two groups, the first having made a poor adjustment to secondary school though favourably regarded by their teachers at primary school, the second having made a positive adjustment to secondary school though unfavourably regarded by their teachers at primary school. The Bristol Social Adjustment Guide was completed by both primary and secondary teachers for each of the pupils sampled, and ratings were also obtained for emotional stability, keenness for academic work and liking for school.

The results indicated that, in contrast with the findings of the main investigation, problems relating to school size, fear of being lost, forgetting where to go and general confusion about movement between classes were frequent causes of distress with the first group of pupils at the time of transfer. Ambiguities in their perceptions of the standard of schoolwork expected from them also caused apprehension among such pupils, as did fear of appearing to be stupid in front of their classmates. Separation from friends and the loneliness of being placed in a strange class in a large school were also causes for concern.

Their secondary school scores on the Bristol Social Adjustment Guide indicated that these pupils were particularly susceptible to an inability to cope with apprehensiveness when facing new situations, an unwillingness to take initiatives, a lack of assertiveness, and feelings of rejection which often found an outlet in attention-seeking behaviour.

The second group of pupils, those who were regarded as maladaptive by their primary teachers but who had made successful transitions to secondary school, while expressing similar apprehensions to the first group prior to transfer, were also excited and stimulated by the prospect of change. Such pupils reported that they liked the variety of teachers and subjects at secondary school, enjoyed moving to different rooms between classes, and both liked and were successful at making new friends. Their primary school scores on the Bristol Social Adjustment Guide indicated that such pupils had manifested distractive, impulsive, hyperactive and sometimes hostile behaviour, as a consequence, the author suggested, of their having outgrown their primary school environment, finding it 'uninteresting, unstimulating and boring'.

A number of studies have attempted, with varying degrees of success, to monitor the effects of schools' transition programmes upon pupil adaptation to secondary school. In the latter part of the Nisbet and Entwistle study of transfer in Aberdeen, one secondary school headmaster (Philip, 1968) devised a number of strategies to increase prospective pupils' familiarity with their new school, and also made extensive modifications to the first year curriculum. Pupils from the contributory primary schools were brought to the school towards the end of the summer term and met their classmates and form teachers. Later they were invited to attend the school open day and sports day. Once in the secondary school, the first year was partially unstreamed. English, History and Geography classes were block timetabled, the emphasis being on project work and individual study based on work cards and expanded library facilities.

When the levels of adjustment of two matched groups of pupils who had transferred under the old and new systems were compared, the 1967 intake displayed more favourable attitudes in their written comments about secondary school, and the differences between the 1965 and 1967 intakes were even more noticeable six weeks after pupils had transferred to their new secondary school, particularly among boys, brighter pupils and working-class pupils. It was not possible to assess separately the effectiveness of the various changes introduced at this school, but Nisbet and Entwistle (1970) noted that 'the children's comments gave the impression that the introduction of group project work was a powerful influence in improving their attitudes'.

However, in another Scottish study of the effectiveness of special transfer provisions for pupils the results were less conclusive. Dutch and McCall (1974) attempted to assess the impact of a self-contained pre-transition department providing for all the primary pupils intending to transfer to Banff Academy. In this department pupils were gradually introduced, over a one-year period, to teachers of certain specialist subjects, and were also allocated to the house-groups to which they would belong in the main school system.

The analysis consisted of a comparison of the attainment, personality dispositions and attitudes of three groups of pupils at the end of their first year at secondary school. Two of these groups had spent one year in the school's pre-transition department, the third having transferred directly from their primary schools. The findings suggested 'a consistent though slight trend towards results that suggest favourable effects' for those who had attended the transition department. Such pupils were found to be significantly more extraverted, more stable and less anxious than those who had transferred directly from primary school, and this trend was most noticeable among girls and among pupils transferring from small primary schools. However, difficulties in the way of establishing initial comparability between the groups together with the finding that attitudinal differences between the most and least able pupils in the transition group were, in fact, greater than in the direct transfer group, limit the generalisability of any conclusions reached concerning the effectiveness of the pre-transition department.

Nash (1973) questioned the effectiveness of the schemes devised by teachers in primary and secondary schools to facilitate transfer by harmonising teaching methods and curricula. His participant observation study of classroom practice in 5 primary schools in Scotland led him to conclude that 'the assumption that most primary school children are taught by activity methods in unstreamed groups, or are busy at individual projects during an integrated day, is only partially true'. He noted a gradual movement away from 'progressive' methods as children moved up through the primary school, and observed that teachers began to adopt more formal techniques with pupils from the age of 8: 'My observations not only confirm this, but suggest that, by the age of 12, activity methods have been almost wholly abandoned'.

However, the primary pupils which Nash observed subsequently transferred to a recently-formed comprehensive school which had a separate, self-contained transition annexe in which classes were totally unstreamed and which housed first and second-year pupils only. Here, in an attempt to facilitate transfer as much as possible, activity methods and integrated subjects were introduced by secondary teachers, and the learning contexts closely resembled those which children had experienced in the junior classes of the primary school.

Nash (1973) concluded from his observations in this area that 'it seems that both primary and secondary schools are basing decisions about their curriculum and teaching organisation on misconceptions about each other'. He further found that when pupils transferred from the strongly disciplined, 'traditionally' oriented primary school classrooms to the relatively weakly disciplined, 'progressive' secondary school classrooms, behaviour problems ensued: 'When these pupils arrive at the secondary school, they perceive the less rigorous control there as a sign of 'softness', and exploit this unaccustomed freedom by misbehaving in a way they were firmly prevented from doing in their primary schools'. His general comment on the transfer provision occurring in both types of school was that 'unknown to each other the primary and the secondary schools are making attempts to meet each other, and over-shooting the mark'.

The most recent study of transition has been that conducted by Youngman and Lunzer (1977). Entitled *Adjustment to Secondary Schooling*, the study was initiated in 1973 at the request of Nottinghamshire County Council. The aim of the study was 'to follow two large samples (one rural, one urban) through and beyond the transfer period, and to monitor concomitant developments'. Approximately 1500 pupils were involved in the investigation, the majority of the first-year intake of three urban and three rural secondary schools. Tests of IQ, reading and mathematical ability were administered to all pupils both prior and subsequent to transfer. In addition, pupils' attitudes to school in June, September, and December of the year in which they transferred, and also their social, personal and academic self-concepts were assessed in order to 'concentrate on changes in achievement or attitude over this period, so as to identify some of the problems associated with transfer itself'.

The results indicated that 70% of the pupils sampled liked their present secondary schools, 78% considered their lessons interesting, 94% considered their teachers to be at least 'all right', and approximately 60% were pleased to have left the primary school (though this latter trend was confounded somewhat by apathy among the urban sample). However, bullying was commented upon by 30% of the pupils sampled, schoolwork caused concern to 36%, and examinations were disliked by 60%. Youngman and Lunzer (1977) concluded that 'the overall impression is that approximately 10% do find transfer, or more correctly the secondary school, a distressing experience, and that this is a feeling which persists for at least two terms'.

They also concluded that a major cause of apprehension among all types of pupils was the academic nature of secondary schooling. The occurrence of bullying was reported by 65% of urban as opposed to 48% of rural children, and was a cause for concern with about one third of both samples. Anxiety about school was particularly noticeable among pupils from urban as opposed to rural schools, and dissatisfaction with interpersonal relationships and with aspects of school size and organisation was most apparent in the one rural school which did not have a junior transition department.

The use of cluster analysis produced a typology of six profiles of pupil characteristics describing patterns of adjustment and maladjustment common to both types of secondary school, three relating to high ability pupils, three relating to pupils of low ability. Of the three 'high ability' types, pupils within the 'academic' type consisted of highly motivated achievers who were non-anxious, favourably disposed to secondary school and less favourably disposed towards primary school. Pupils of the 'disenchanted' type were also highly intelligent, but their scores on all measures of academic involvement were low, and deteriorated after transfer. Pupils of the 'uncertain' type, while able and highly motivated, were also highly anxious and had low self-concepts, though their attitudes to school improved markedly on transfer. Of the three 'low ability' types, pupils of the 'contented' type scored slightly below average on both ability and attainment, but displayed some improvement upon transfer, and expressed general satisfaction with their secondary schools. Pupils of the 'non-academic' type obtained low scores in ability, attainment and motivation but with no concomitant anxiety, whereas pupils of the 'worried' type, in addition to being low achievers, also displayed low self-concepts, high anxiety, and, in the rural group, sustained a decrease in achievement levels after transfer.

The proportions of pupils from urban and rural schools in the different typologies were approximately the same in the 'academic' (18%), 'disenchanted' (13%) and 'worried' (13%) categories, but rather more rural than urban pupils were classified as 'uncertain' (12%, 6%) and 'contented' (20%, 13%), whereas more urban than rural pupils were classified as 'non-academic' (17%, 13%). Moreover, a specific rural type, entitled 'despairing' and representing 5% of the rural pupils sampled, exhibited extremely negative attitudes to secondary school coupled with very high anxiety, low self-concept and motivation scores, and an extreme longing for primary school. Alternately, a specific urban type, entitled 'disinterested' and representing 12% of the urban pupils sampled, exhibited low ability and motivation, together with self-concept, anxiety and school attitude scores which were close to the mean: 'this type is disinterested in the sense that school is accepted without any feeling of commitment'. When these typologies were further examined in terms of case studies of the behaviour, characteristics and experience of pupils drawn from each type, the results indicated that, allowing for the influence of particular events, 'the classification into six academic types did correspond, at least plausibly, with the profiles of individual representatives'.

Pupils' scores on the intelligence test and the various attitude inventories were then employed to predict achievement and progress in English and Mathematics at secondary school. Here the results indicated that, with the possible exception of the effects of academic motivation on reading attainment, 'only measured ability showed any consistent pattern in relation to achievement or progress'. However, the effects of social class and home background characteristics were not controlled in this study. In their conclusions Youngman and Lunzer (1977) argue that their analyses of pupil 'types' reveal the importance of interacting child characteristics, and their attempts at predicting academic success warn against excessive generalisation: 'there is evidence favouring particularly close vigilance over individual adjustment during the first term in the secondary school'.

While Youngman and Lunzer's (1977) study was not directly concerned with the effectiveness or otherwise of schools' transition programmes, their findings also sound a note of caution concerning the appropriateness and effectiveness of schemes designed to facilitate transfer. While the first school in their sample of three rural schools had no transition department or 'lower school unit', 'all the attitude and adjustment information suggests that effective transfer arrangements existed'. However, pupils in the two remaining schools which had such units displayed rather low motivation at the end of their first secondary school year, a finding which prompted the authors to ask, 'is there a chance that the cushioning effect of a lower school unit produces a reaction against academic work?'.

One of the most extensive remediation programmes designed to alleviate the difficulties which pupils encounter during transfer has been that devised in the course of the Northern Ireland Schools Curriculum Project. Established in 1973 at the Institute of Continuing Education, Queen's University, Belfast, and funded by the Northern Ireland Department of Education, its terms of reference were 'to investigate how schools might contribute to community relations in Northern Ireland'. The project adopted as its methodology a series of school-based intervention programmes in areas such as home liaison, curriculum innovation and school organisation, commencing in 1973 with a cohort of approximately 100 pupils from each of 17 schools throughout the province. Its basic philosophy, as summarised in the Evaluation Report (Malone 1978) was to enhance pupils' sense of participation and community awareness by enabling them to identify with forms of school organisation whose primary emphasis is upon the needs of children, and which actively reflect the sense of social awareness they are seeking to impart. The rationale of the project and its mode of operation in schools is more fully described in Malone and Crone (1975).

Research activities in this project were conducted with reference to 'an interventionist strategy based on identifying key points of access to, and influence in, the secondary school'. One of the key points selected for investigation was the transition from primary to secondary school: 'The move from primary to secondary is one of the most important events in the child's school life, and so the project decided to concentrate its attentions on the 1974 intake with a view to following its progress through the schools'. Seven urban and ten rural schools were chosen for this aspect of the project.

School-based interventions which involved maximum collaboration between the project's field-officers, pupils and teachers were conducted in three main areas: home-school liaison, curriculum innovation, and school organisation. Following an initial period of participant observation, first year liaison strategies involved visits by class teachers, with the assistance of field officers, to pupils' homes with a view to 'providing parents with a practical role to play in their children's education'. Special leaflets and booklets were prepared for parents on how to cope with very bright children or how to assist children with learning difficulties in areas such as reading.

Curriculum innovation during this year consisted of the introduction of Integrated Studies to first form pupils, and the collaborative production, by teachers and field officers, of locally-based curriculum 'packages' for use in schools. Organisational change throughout this period consisted essentially of creating a climate of discussion and information wherein the class teacher might define and extend his role: 'a central concern was the identification of the role of the class teacher as the person who knows all the children and their parents, and is responsible for liaison with the home'.

Different forms of discipline, different types of reports on pupil progress and alternative methods of ability grouping were also discussed with first form teachers. In addition, class teachers in some schools were given extra time to devote to aspects of the personal and social education of their pupils. While existing innovations for first form pupils were retained and built upon by schools, alternative strategies were introduced for each successive year group. For example, the curriculum emphasis in the second year was on single-subject teaching, the concern of home liaison was with 'communicating the curriculum to parents', and the organisational emphasis was on remedial provision.

The relative effectiveness of the Schools Curriculum Project has been established to date in terms of formative (largely case study) evaluation, followed by feedback and modification at each stage of the project's development. However, evaluative strategies such as open-ended questionnaires and critical incident reports have occasionally been employed within schools to monitor teachers' and pupils' reactions to aspects of the project. The results of one such investigation have been reported by Crowe (1976). Within the context of its brief as a curriculum development project rather than a research enquiry, the project has also produced a number of publications, of which *Home and School - A Teacher's Handbook, Primary to Secondary, First Days* (a curriculum package), and *Approaches to First Form* are of particular relevance to transfer.

## 1.4 OVERVIEW

Nisbet and Entwistle (1970) have commented that the distinct educational emphases which characterised the different school systems as independent entities prior to the 1944 Act, whether in terms of intake, curriculum or vocational orientation, were inherited by the new primary and secondary systems of education, and are fundamental to an understanding of present day problems of liaison and continuity between schools.

Implicit in much of the argument contained in the historical section of this review has been the unresolved conflict between Tawney's (1922) opposing views of the relationship between primary and secondary education, consisting either of 'stages in a single process through which all normal children ought to pass, because all, though in different degree, will respond to them', or as 'systems rather than stages of education....the one recruiting the brighter working class children from the other'. It is possible to argue that much educational effort over the period 1926 to 1960, both in Britain and in Northern Ireland, was devoted to the construction of school systems based on the second of these alternatives, and that much subsequent endeavour has been directed towards their reconstruction along the lines suggested by the first. It is in the context of such a period of reconstruction that the present study has been conducted. The enquiry included grammar and secondary (intermediate) schools representing the prevailing bipartite system, but also included bilateral and junior high schools as quasi-comprehensive alternatives.

The review of historical trends has further indicated that the authoritative statements proposed by the Hadow (1926), Spens (1938) and Norwood (1943) reports on the functions and inter-relationships of primary and secondary education are no longer universally accepted. The Plowden Report (1967) argued that a break at 11+ between the primary and secondary stages of education 'cuts across a phase in learning and an attitude to it', and Nisbet and Entwistle (1966) cite evidence from physiological and psychological studies of child development in support of their conclusion that the 'clean break' between primary and secondary education recommended by the Hadow Report cannot be justified in terms of psychological theories of adolescence. More recently Burt (1971) rejected the claim that psychologists had lent their support either to the Hadow Committee's justification of 11+ as the age of transfer or to the Norwood Committee's definition of three types of secondary education. His own opinion was that the age of transfer must be determined by administrative rather than by psychological considerations.

Nonetheless, the evidence summarised in the second section of the review would suggest that, independently of how the transition between systems is justified, the organisational and educational discontinuities associated with transfer may cause problems of adjustment among certain types of children entering secondary education.

The results of studies by Nisbet and Entwistle (1969), Ball (1975) and Youngman and Lunzer (1977) have indicated that younger, less mature children, those from working-class backgrounds, and those of timid, anxious, withdrawing or non-academic dispositions may be most at risk; that difficulties in coming to terms with the physical and academic organisation of secondary schools, apprehension about the standards of schoolwork expected, disruptions in primary peer-group relationships and lack of stability in relationships with teachers are among the problems most commonly mentioned by pupils; and that increased neuroticism together with a diminished self-concept and a decrease in motivation and attainment may be among the most likely consequences for those who fail to adjust. Alternatively, such studies have indicated that pupils who are academically able, non-anxious, socially mature and ambitious, those who are given most encouragement by their parents, those who have 'naturally outgrown their primary school environments' and those who have favourable relationships with their teachers are among the most likely to make a successful adjustment to secondary school.

However, those studies which have reported on the success or otherwise of schemes specifically devised by schools to assist pupils in making this transition have been less than conclusive in their findings, whether in terms of their definitions of the problems encountered by pupils, the remedial measures provided by schools or the outcomes being sought. Philip's (1968) attribution of changes in attitude among his first form pupils to the inclusion of project work in their curriculum was no more than suggestive; Dutch and McCall's (1974) assessment of the effectiveness of a transition department indicated that pupils' ability, irrespective of transfer arrangements, was the more powerful determinant of pupils' adjustment; Youngman and Lunzer's (1977) findings suggested that such transition departments may not always operate in the interests of academic attainment at secondary school, and Nash's (1973) study indicated that co-ordination of primary and secondary curricula may sometimes be based on a mutual misperception of what is actually happening in such schools.

The City of Birmingham (1975) Report, while stressing that the personal relationships which secondary teachers had with their pupils were among the most important elements in facilitating pupil adjustment, also commented that the extent of curriculum co-ordination between primary and secondary schools was 'haphazard, and varied according to individual interest', and that pupils' knowledge of their prospective secondary schools was 'suprisingly small'. A main preoccupation of the teachers surveyed in this study would appear to have been the establishment of increased testing and documentation procedures for their first-form intake. The Bullock Report (1975), while encouraging such procedures, also emphasised the need to provide information of a kind which will not set up confining teacher expectations of subsequent pupil performance.

The extent to which problems of initial adjustment persist throughout the pupil's career at secondary school is also somewhat uncertain. In the research reviewed both Murdoch (1966) and the City of Birmingham Report (1975) suggest that approximately 20% of pupils experience difficulties which persist throughout their first year, though Youngman and Lunzer's (1977) estimate is approximately half that number. Nisbet and Entwistle (1969), while not attempting to quantify the issue, have commented that 'the after-effects (of transfer) seem to leave their mark on children's academic performance throughout the first year at secondary school', and Youngman and Lunzer (1977) concluded that 'there is evidence favouring particularly close vigilance over individual adjustment during the first term in the secondary school'.

The study which follows is therefore an attempt to monitor the initial adaptation of pupils to different types of secondary school in terms of their background and academic characteristics, their attitudes to transfer, their narrative accounts of the transitional difficulties which they encountered, and the effectiveness of schools' transition programmes in alleviating such difficulties. However, the study also assesses pupils' reactions to their first-year social and academic environments, examines their standards of literacy and use of language, and estimates the major determinants of both teachers' and pupils' own assessments of their progress in, and satisfaction with, their first year at secondary school. The investigation is neither experimental nor interventionist in its approach, and is therefore limited to a description of the salient characteristics, environmental perceptions and academic progress of pupils entering secondary education. But insofar as it encompasses the transition and first-year adjustment of 3050 pupils who transferred to 31 schools representing four different types of secondary education, it may reasonably claim to provide a representative account of pupil adaptation within a system which is itself in process of change.

# CHAPTER 2: THE PRESENT ENQUIRY

## 2.1 BACKGROUND TO THE STUDY

The Report of the Seventh Advisory Council on Education on the *Reorganisation of Secondary Education in Northern Ireland* (now more commonly known as the Burges Report) was published in February 1973. This Report found that many of the arguments for and against different types of secondary school structure submitted to the Advisory Council 'centred on whether the pupil should move from one school to another or remain in one school for the whole secondary education period'.

Among the arguments which favoured overall continuity in the education of children reviewed in the Report were the adverse effects of transfer between stages on schools as communities, discontinuity in teaching methods and curricula and the failure of some pupils to adjust satisfactorily to their new schools. The arguments which were advanced in favour of transition were the stimulus provided by a change of environment, the necessity to have forms of school organisation suited to particular stages in the pupil's development and the most economical deployment of specialist teachers. While the Advisory Council accepted the importance of the claims made about adjustment to children's stages of development, it remarked that 'this is a complex process not necessarily determined by the organisation of the school system: cognisance of the need to avoid the danger of an abrupt change of methods and curriculum can be taken in different types of school structure; the scope of curriculum and choice of methods used in a school at any stage are a matter for decision within the school'.

However, in more general terms, the Report noted the need for research which would establish the effects of organisational variations on pupils' attainment and attitudes, and observed that 'it must not be assumed that a change of structure is final and complete; the results of changes must be observed and evaluated so that where necessary further changes and adaptations can be made'.

The Burges Report received detailed consideration at the decennary conference of the Northern Ireland Council for Educational Research held at the New University of Ulster in April 1973, in which inadequacies in the existing mechanisms of selection, allocation and transfer were noted, and research on the social class correlates of educational opportunity was recommended.

A series of research proposals in the general area of secondary school organisation was considered by the Council's Research and Publications Committee throughout 1974-75. Among the strategies reviewed was a survey of teachers' opinions on alternative modes of secondary reorganisation, and a longitudinal six-year monitoring programme designed to assess the intermediate and long-term outcomes of pupil allocation to secondary school at 11+. However, the Committee expressed some reservations about the time-scale of the latter proposal, and indicated a preference for interim reporting on the issues raised. In May 1975 final approval was given to a three-year programme of research studies designed to 'sample the views of teachers with regard to alternative forms of secondary school organisation, and to compare the educational, social and attitudinal characteristics of pupils admitted to different types of post-primary school'.

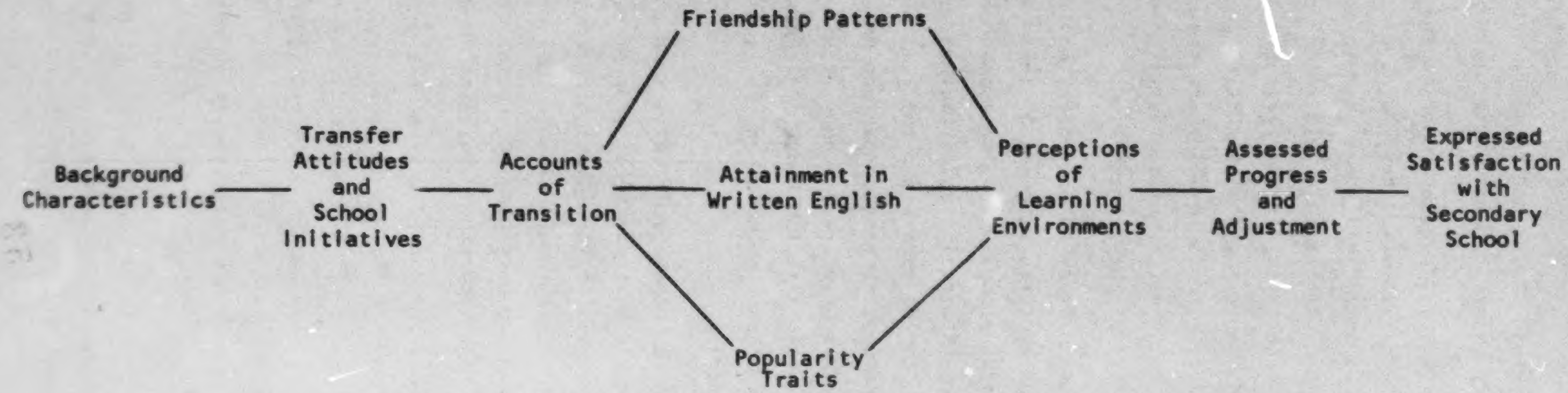
The results of the first of these investigations were published under the title *The Organisation of Secondary Education* (Wilson and Spelman 1977). The second area of investigation forms the substance of the present report.

## 2.2 OBJECTIVES OF THE ENQUIRY

The objectives of the study are described, here, in terms of their treatment in successive chapters of the report. A thematic illustration of the different types of information obtained in the course of the study, and of their sequential treatment in the analysis, is given in Figure 2.2.1.

The purpose of the analysis contained in Chapter 3 is to provide a comparative description of the intellectual, socio-economic, material, educational and cultural characteristics of 3050 pupils who transferred to grammar, secondary (intermediate), bilateral and junior high schools in September 1975. Particular attention is devoted to differences in the extent of access which pupils

Figure 2.2.1: *Research Schema for Pupil Adaptation to Secondary School Project*


Friendship Patterns
Background Characteristics
Transfer Attitudes and School Initiatives
Accounts of Transition
Attainment in Written English
Perceptions of Learning Environments
Assessed Progress and Adjustment
Expressed Satisfaction with Secondary School
Popularity Traits

of differing socio-economic status had to different types of secondary school, and to the relationship between selected status and social class.

Chapter 4 adopts a structured approach to the problems which pupils encountered during transfer. It describes the development and administration of a set of attitude scales specifically designed to monitor pupils' opinions on selected aspects of their transition. Relationships between pupils' biographical and school characteristics and their attitudes to transfer are examined in this chapter, and a section of particular interest is that in which the strategies devised by schools to alleviate the difficulties associated with transfer are assessed in terms of their effectiveness in predicting pupils' attitudes towards aspects of their transition.

Chapter 5 provides a detailed commentary on the results of a content analysis of pupils' unstructured accounts of their experience of transition from primary to secondary school. Pupils' essays on transfer were analysed in terms of the occurrence of certain topics in their essays, and also in terms of the ways in which such topics were evaluated. It was therefore possible to assess pupils' spontaneously expressed opinions on a wide variety of issues which included their views on primary school, their anticipations of secondary school, their sources of information about their new schools, the bias of this information, and their present opinions on the types of secondary school to which they had transferred.

Chapter 6 is devoted more specifically to a consideration of standards of attainment among pupils in their first year of secondary education, and includes a systematic analysis of the levels of grammatical and mechanical accuracy and the types of error occurring in pupils' written English relative to selected biographical and perceptual characteristics. This chapter also includes an analysis of some predominant patterns in pupils' use of language.

Chapter 7 describes the social environment of secondary schools as reflected in pupils' friendship choices for children either within or outside their new secondary schools. It also looks at the effects of coeducation and streaming within schools upon pupils' choice distributions whether for work or for play, and examines the extent to which pupils in the different types of secondary school were disposed to distinguish between work and play in both their choices and their rejections of their peers.

Chapter 8 provides a summary profile of the academic and social self-concepts and the biographical and personality characteristics of pupils regarded as popular, unpopular and unexceptional by their peers. 'Popularity' is defined separately in terms of the extent to which pupils were chosen and also the extent to which they were rejected by their peers, and the analyses of pupil popularity are reported in terms of pupils' chosen or rejected status for both work and play.

Chapter 9 considers the learning environments of the secondary schools to which pupils had transferred in terms of pupils' perceptions of the supportiveness of their teachers, the orderliness, discipline and motivational climate of their classrooms, and their relationships with their peers. The discriminating effects of demographic features such as school type, location and size, class size and forms of ability grouping upon such perceptions are also described in this chapter, as are the effects of streaming within schools upon pupils' environmental perceptions, self-concepts and friendship choices.

Chapter 10 is concerned with teachers' estimates of pupil adaptation and achievement. The chapter describes an analysis of the effectiveness of pupils' biographical, intellectual, social, academic and attitudinal characteristics and the types of school which they attended in predicting teachers' assessments of their sociability, perseverance and attainment at the end of their first year at secondary school.

Chapter 11, the final section of the analysis, involves an assessment of the relative contributions of pupil characteristics (whether biographical, personality, attitudinal, academic or social), school characteristics (whether of type, sex, size, location or religious affiliation), teacher assessments (whether of perseverance, sociability or attainment) and elements of schools' transition programmes in predicting the extent of pupils' expressed satisfaction with improvements in selected aspects of their self-concepts in consequence of their first year at secondary school.

Chapter 12, the concluding chapter, contains a summary review and discussion of the results of the enquiry, with specific reference to those findings which were deemed to be of most relevance to teachers and to schools.

## 2.3 THE SAMPLE

Table 2.3.1 illustrates the sampling frame with reference to which the 10 grammar, 10 secondary (intermediate), 5 bilateral and 6 junior high schools were selected for this investigation. Here it may be noted that while those schools representing the prevailing bipartite system of grammar and secondary (intermediate) schools were adequately sampled with regard to their occurrence by type, size and sex of intake within the total population, bilateral schools and junior high schools were over-represented in the sample. This was done intentionally in order to ensure that those types of school which were engaged in experimentation with alternative forms of secondary education might be represented in the enquiry to an extent comparable with those representing the bipartite system of grammar and secondary (intermediate) schools.

Bilateral schools were defined in this study as secondary schools other than grammar schools with a minimum 10% intake of pupils who had passed the Selection Procedure for grammar schools, or of whose intake 60% had not been entered for the Selection Procedure. Other than the two Belfast Model Schools, bilateral schools are located in rural areas of the province. The junior high schools are part of a two-tier system of secondary schools within the Craigavon area whose pupils transfer to senior grammar and senior technical colleges at 14+. The majority of the pupil intake of these schools did not enter for the Selection Procedure at 11+. Six from a total of seven junior high schools are represented in the present investigation.

In the interests of administrative efficiency, certain classes in the larger schools were excluded from the enquiry. The policy adopted was that in streamed schools whose annual intake exceeded a four-form entry, classes representing the upper, middle and lower ability levels only would be selected. In non-streamed schools a representative number of classes was selected either randomly or in consultation with the staff. The 3050 pupils who ultimately constituted the sample for this investigation represented approximately 72% of the 4258 pupil intake of the 31 schools sampled, and included the total intake of 14 secondary schools.

It is important to note, however, that bilateral schools are not an intentional or homogeneous part of the secondary school system in Northern Ireland. They are evolutionary developments, in response to local requirements, of what were formerly secondary (intermediate) schools. Moreover, while junior high schools were intentionally introduced as alternatives to the prevailing bipartite system of grammar and secondary (intermediate) schools, such schools

Table 2.3.1: *Population of post-primary schools (stratified by type, size and sex of pupil intake)*

| POPULATION | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grammar | | | Secondary (Intermediate) | | | Bilateral | | | Comprehensive Variants (Craigavon Area) | | |
| Sex | Small | Medium | Large | Small | Medium | Large | Small | Medium | Large | Small | Medium | Total |
| Boys | 11 | 7 | 5 | 11 | 19 | 2 | 0 | 2 | 1 | 1 | 1 | 60 |
| Girls | 20 | 12 | 2 | 10 | 22 | 0 | 0 | 0 | 2 | 1 | 1 | 70 |
| Coed | 3+2* | 15+1* | 3 | 53 | 40 | 4 | 2 | 3 | 0 | 2 | 3 | 131 |
| Total | 36 | 35 | 10 | 74 | 81 | 6 | 2 | 5 | 3 | 4 | 5 | 261 |

* Now Senior High Schools in the Craigavon Area

Table 2.3.2: *Sample of post-primary schools (stratified by type, size and sex of pupil intake)*

| SAMPLE | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grammar | | | Secondary (Intermediate) | | | Bilateral | | | Comprehensive Variants (Craigavon Area) | | |
| Sex | Small | Medium | Large | Small | Medium | Large | Small | Medium | Large | Small | Medium | Total |
| Boys | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 2 | 1 | 1 | 1 | 11 |
| Girls | 2 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 8 |
| Coed | 1 | 2 | 1 | 2 | 2 | 1 | 0 | 1 | 0 | 1 | 1 | 12 |
| Total | 4 | 4 | 2 | 4 | 4 | 2 | 0 | 3 | 2 | 3** | 3** | 31 |

** Junior High Schools in the Craigavon Area were adopted by one Education Authority only, and are therefore confined to one geographical area of the province.

## 2.4 CONDUCT OF THE ENQUIRY

As it was felt that existing attitude scales designed to assess pupils' attitudes to school were either insufficiently validated or not particularly relevant to transfer, pilot studies were conducted in schools throughout the period May to December 1975, to develop attitude scales which would more accurately and reliably reflect pupils' views on their transition and their current reactions to their new secondary schools. The scales resulting from these initial enquiries are described more fully in Chapters 4 (2) and 9 (2), respectively.

In November, 1975, a letter describing the nature of the investigation and inviting the participation of the schools selected was sent to all principals. Twenty-nine of the 31 schools indicated their willingness to do so, and forwarded the requisite lists of their first-form intakes. The two schools outstanding were replaced by others of comparable type and size.

The first phase of the test programme was conducted throughout the period February 9th to March 25th 1976, and the following tests, described in full in the chapters which follow in terms of their origins or development within the study, were administered to pupils:

(1) Attitudes to Transfer Inventory (NICER, 1976)
(2) Academic Motivation Inventory (Entwistle, 1968)
(3) Junior Eysenck Personality Inventory (SBG Eysenck, 1965)
(4) NFER Verbal Test EF (Wood and Land, 1960)

During this phase of the test programme, teachers were asked to complete a Transfer Arrangements Form and a Social Activities Index giving details of the strategies devised by schools to facilitate transfer and the social and cultural activities provided for first-form pupils. Observational ratings of height and hygiene were also unobtrusively allocated to pupils participating in the test sessions.

The second phase of the test programme was conducted in schools throughout the period April 5th to May 26th, 1976, during which the following tests were administered to pupils:

(5) Classroom Environment Scales (Trickett and Moos, 1974)
(6) Self-Concept Scales (Sears and Sherman, 1964)
(7) People I Work and Play With (NICER, 1976)
(8) Biographical Inventory (NICER, 1976)

During this phase of the test programme details relating to pupils' school attendance and those in receipt of free school meals were obtained from the school office. Teachers were also given forms on which to enter end-of year assessments of pupils' perseverance, sociability and attainment.

Following the completion of the test programme in June 1976, a Report to Schools, summarising the information obtained and the objectives of the study, was sent to the principals of all 31 schools participating in the enquiry.

## 2.5 SUPPLEMENTARY STUDIES

As the main intention of the study was to provide an assessment of the difficulties which pupils encountered in transferring and adjusting to secondary school, the inclusion of pupils' own, spontaneously volunteered accounts of their experiences was considered to be an essential part of the enquiry. Pupils were therefore requested to write two unsupervised essays, in the period intervening between both test sessions, on the two separate topics 'My School Day' and 'My First Year at Secondary School'.

A linguistic analysis of the first of these essays forms the substance of Chapter 6, and a structured content analysis of the second is included in Chapter 5. Both analyses were conducted in association with practising secondary teachers registered for post-graduate qualifications in Education at the Queen's University of Belfast. These collaborative ventures provided valuable contributions to the study, and specific acknowledgements are noted, where appropriate, in the text.

## 2.6 PRESENTATION OF RESULTS

The analysis of the results is presented, as far as possible, in terms of simple descriptive statistics such as means, standard deviations and percentages (with associated tests of significance and probability). Factor analysis is employed to define the major elements in attitudinal, perceptual and self-concept scales, and regression analysis is used where there is a clear case for testing the strength of predictive relationships in the data. The separate areas of enquiry are placed in theoretical perspective throughout by providing, in the introduction to each chapter, a summary of the most relevant research in the area.

Thematically, as illustrated in Figure 2.2.1, the study moves from a description of the biographical and intellectual characteristics of pupils entering the four types of secondary school to a consideration of their attitudes to transfer and their standards of attainment in written English. There then follows an analysis of their reactions to the social environment of secondary schools, and an assessment of the extent to which aspects of their self-perceptions were in accordance with the judgments of their peers. Pupils' academic adjustment to secondary school is described in terms of their perceptions of their learning environments, whether in regard to gross demographic attributes such as school type, size and location, or in terms of particular organisational features such as coeducation, streaming and class size. Relationships between pupil and school characteristics and teacher assessments are then examined in order to determine the main sources of influence on such assessments, and the study concludes with an analysis of the principal determinants of pupils' expressed satisfaction with their first year at secondary school.

# CHAPTER 3: ACCESS TO SECONDARY EDUCATION

## 3.1 INTRODUCTION

While access to grammar schools on the part of pupils of suitable intellectual ability had been considerably extended by the provision of the 1944 Education Act in Britain and also by the 1947 Act in Northern Ireland which laid the foundation of the present bipartite system of secondary education, the 'problem of inequality in educational opportunity', to quote Floud, Halsey and Martin (1957) 'is not thereby disposed of'. These authors argue that 'the part played by differences of home environment in the social distribution of educational opportunity should equally be examined in terms of the influence of the home, at each social level, on the educability of children in schools of particular types and with particular traditions and aims'.

Four types of secondary schools are represented in the present investigation; grammar schools, whose intake is almost exclusively selective; secondary (intermediate) schools, whose intake consists largely of those who were not selected for grammar school; bilateral schools, which are the results of early experimentation with forms of comprehensive education, and of whose intake 18% of the pupils sampled in the present enquiry had passed the Selection Procedure for grammar schools, and junior high schools which are totally non-selective in their intake. The purpose of this chapter is to compare and contrast the biographical characteristics of pupils transferring to these four types of secondary school; to examine the distribution of different ability levels among pupils entering the four school types, and to consider the relationship between social class and selected status in those schools in which the majority of pupils had entered for the Selection Procedure.

Educational success, as Morrison and McIntyre (1971) point out, depends upon access to education. Yet research conducted over the past decade has cast some doubt upon the capacity of schools to compensate for inequalities, whether environmental or innate, among their pupils. The conclusions of the major Coleman (1966) Report *Equality of Educational Opportunity* on the effects of educational provision upon the attainment of different ethnic groups in American society, indicated that socio-economic and home background factors accounted for far more of the variation in achievement than could be attributed to schools: 'When socio-economic factors are statistically controlled, it appears that differences between schools account for only a small fraction of differences in pupil achievement'.

These results prompted psychologists such as Jensen (1969) to conclude that discrepancies in attainment in secondary education could not be directly attributed to inequalities or discrimination in educational provision, but were more probably related to differences in genetic endowment: 'It seems not unreasonable, in view of the fact that intelligence variation has a large genetic component, to hypothesise that genetic factors may play a part in this picture'. British psychologists such as Burt (1965) and Lynn (1969) concurred with this view. Lynn, in his contribution to the Black Paper debate on comprehensive reorganisation (Cox and Dyson, 1969), argued that 'there are two principal reasons why working class children, on average, do worse than middle class children. One is that they are innately less intelligent (on average), the other that their families provide a less suitable milieu for educational success'. Burt (1965) similarly argued, in justification of the fact that middle class children invariably do better at school, that 'the social class of the parents might be taken as yielding an approximate estimate for the innate and inheritable ability pool from which each child is drawn'.

British research (Wiseman, 1967; Peaker, 1967) has also consistently found that differences in attainment are much less closely related to school than to home factors. Yet as Morrison and McIntyre (1971) comment, 'the influence of school variables is far from negligible'. Peaker (1967) found that 17 per cent of the variation in attainment among English primary school children could best be accounted for in terms of school variables. The NICER investigation *Environment and Primary Education* (Wilson, 1971) reported that while the circumstances of the home were generally more important than conditions in school for predicting educational progress, this was not absolute: 'For girls at 7+, the school environment is more important for brightness in mathematics'.

Wilson (1971) concludes his Report with the question 'What if our examination of the school had been as extensive as that of the home....What if we had proceeded to look more closely at the skills and attitudes of the individual teacher? To what extent, if at all, would this have redressed the balance between home and school?' Wiley (1976), in a reappraisal of the American findings, similarly argues that the 'most influential study of the effects of schooling, the Coleman *et al.* (1966) survey, from its original report to the most recent re-analyses of its data, has focused so intensely on issues of the allocation, to schools, of resources - such as teacher training, textbooks, physical laboratories and remedial instruction - that more general and basic sources of school effects, such as quantity of schooling, were neglected'.

The present state of knowledge about the comparative effects of heredity and environment, and of the relative contributions of home and school to pupil adaptation and achievement, is nonetheless somewhat ambiguous. Morrison and McIntyre (1971), commenting on the improbability of obtaining definite answers to these questions in the short term, argue that 'one should presumably be least inclined to suspect the influences of genetic differences when a convincing explanation can be offered of the social processess underlying apparent environmental influences upon success'.

One such explanatory paradigm is that of social class. As defined by Swift (1968), social class is concerned with describing the social environment of individuals, and relating it to their development: 'social class refers to inequalities in income, power and prestige within society'. However, because such inequalities are all closely related to occupation, social class is most commonly described in terms of occupational status. Yet social class has also been described by Swift (1968) as a 'summarising variable'. Morrison and McIntyre (1971) comment that 'the different occupations of fathers are not likely in themselves to account for the marked differences in success which we have observed. These differences result rather from the many variations in material conditions, in attitudes and values, and generally in the ways in which families live that are associated with socio-economic status'.

Social class, defined simply in terms of fathers' occupations, has been found to be closely related to pupil attainment from the early years of primary school. Kellmer Pringle, Butler and Davis (1966), in a study of several thousand English 7-year-olds conducted under the aegis of the National Child Development Study, found that 55 per cent of those from Social Classes I and II were found to be good readers, as opposed to only 34 per cent of those from Classes III, IV and V. Similar, though less significant, differences were apparent for arithmetic ability. Moreover, 7-year-olds in Social Classes I and II who were not living with both their natural parents tended to be considerably poorer readers than others, whereas in Social Classes IV and V such differences were not detectable. Davie, Butler and Goldstein (1972), in a subsequent study of pupils sampled in the same enquiry, found that the levels of mothers' and fathers' education accounted for six months' gain in reading attainment, and also contributed, if somewhat less extensively, to attainment in arithmetic. These authors concluded that 'there is clearly a strong association between social class and reading and arithmetic at seven years of age. The chances of an unskilled manual worker's child (Social Class IV) being a poor reader are six times greater than those of a professional worker's child (Social Class I)'.

Peaker (1967), in an investigation undertaken at the behest of the Plowden Committee on primary education, considered the relative effects of parental attitudes, home circumstance and school variables on reading proficiency and general attainment among a random sample, stratified in three age groups, of over 3000 English primary school children. He found that parental attitudes accounted for more of the variation in pupil attainment than either of the other categories. The three specific attitudinal variables were parental aspirations for their children's education, literacy of the home, and parental interest in schoolwork. Wiseman (1967) confirmed these findings in his study of the attainment of a sample of 10-year-old Manchester primary school children, at least in as much as that parental aspirations and home literacy had consistently high loadings on pupil attainment factors. However, Bernstein and Davies (1969) criticised Peaker's (1967) designation of 'parental attitudes', arguing that such items as parental interest and home literacy are more properly the behavioural concomitants of social class.

Wilson (1971), in a similar survey of the environmental correlates of attainment among Northern Ireland primary school children, found that expressed parental attitudes did not figure prominently in his results. Instead, the level of parents' education and the extent of parents' reading were found to be the most significant predictors of brightness at 7+, and the social class of fathers' occupation, together with parents' education, fathers' reading and pupils' reading were the most significant predictors of brightness at 10+.

Social class differences in pupil attainment have been found to be associated with the academic environments of primary schools. Douglas (1964), in his longitudinal study of a random sample of all children born in one week in 1964, found that primary schools classified as 'good' in terms of their past academic record of percentage of pupils going to grammar school tended to attract pupils from the middle classes, and that such pupils consistently tended to out-perform children attending 'poor', largely working class primary schools: 'The greatest advantages are enjoyed by schools with a good record of grammar school awards; for example, those at schools which in the previous year sent 31 per cent or more of 11+ candidates to grammar schools, improve their test scores by an average of 0.85 points between 8 and 11 years, whereas those at schools which sent 10 per cent or fewer deteriorate in score by 0.61 points'.

Social class differences in educational attainment have also been found to increase with age. Within the context of the National Child Development Study, Fogelman and Goldstein (1976) found that discrepancies in the attainment of pupils from differing socio-economic backgrounds in both reading and number became even more pronounced as they progressed through primary school. Moreover, Essen, Fogelman and Ghodsian (1978) reported that there was a noticeable relationship between social class membership and both improvement and deterioration at secondary school over the age-range 11 to 16, those whose attainment improved coming from non-manual backgrounds and smaller families with parents of a higher level of education. However, these authors also found that the likelihood of pupils in general either improving or deteriorating was considerably greater at primary than at secondary school, a result which they considered to be 'of most practical importance, as it is at about eleven that selection within, if not between, schools may be made, on the assumption that little change in relative performance will take place after that age'.

Douglas, Ross and Simpson (1968) noted considerable and accelerated discrepancies in the mathematical and reading attainment of children from manual and non-manual backgrounds between the ages 11-15, and the Report of the Central Advisory Council for Education in England, *Early Leaving* (1954), found that success in the GCE examinations was as closely related to a pupil's social class as to his assessed ability at eleven. The Report of the Robbins Committee, *Higher Education* (1963), and the study by Douglas, Ross and Simpson (1968) both indicated that fewer working class pupils stayed on at school to take 'O' levels, and of those that did, fewer were successful. However, the Robbins Report also indicated that social class differences were not apparent in terms of the proportion from each social class who obtained two or more 'A' level passes, due possibly to the greater number of working class children who had left school at this stage.

The evidence would further suggest that one of the most relevant areas for the investigation of social class differences in educational opportunity is at the point of transfer from primary to secondary education. Himmelweit (1954), in an investigation of patterns of educational mobility among 725 13- and 14-year old London schoolboys, concluded that while the upper working class had become more adequately represented in grammar schools, 'children from lower working class homes, despite their numerical superiority, continue to be seriously under-represented'; moreover, 'given the social composition of the neighbourhoods served by the grammar schools, the middle class continues to be over-represented'. Both family size and ordinal position within a family were factors influencing a boy's chances of going to grammar school, but this did not apply to those whose fathers were engaged in non-manual occupations.

Douglas (1964) likewise found striking social class differences in selection for secondary education. While 54 per cent of the upper-middle class children in his sample were admitted to grammar schools, only 11 per cent of lower manual working class children were so admitted. Moreover, below the top 2 per cent of ability, social class was found to exercise a detectable influence, quite independently of measured ability, on pupils' chances of being admitted to grammar school.

Floud, Halsey and Martin (1957), in an investigation of the social origins of boys attending grammar schools in Hertfordshire (1952) and Middlesbrough (1953) reported that 'virtually the full quota of boys with the requisite minimum IQ from every (social) class was admitted to grammar schools'. They concluded from this that 'the distribution of opportunity stands today in closer relationship to that of ability (as measured by intelligence tests) than ever before'. Nevertheless, these authors concluded, in view of the 'marked differences in the chances which boys of different social origins have of obtaining a place at grammar school', that 'the precise nature of the hindrances placed by their home background in the way of educating working-class children in grammar schools urgently needs investigating'.

The chapter which follows is therefore an investigation of the occupational, educational, material and cultural characteristics of 3050 Northern Ireland first year secondary school pupils, their verbal reasoning scores and their selected status relative to the four types of secondary school to which they had transferred.

## 3.2 PROCEDURE

The literature reviewed had suggested a number of concomitants of educational attainment which should be investigated in the present study in regard to pupil access to secondary education. Peaker (1967) found that home literacy, physical amenities and parental interest were significant predictors of pupils' attainment at primary school. Fraser (1959) similarly found parents' reading habits, their education, family size and aspects of the home environment to be significant correlates of secondary school attainment, and Douglas (1964) reported that the influence of such factors become increasingly influential as pupils grew older. Nisbet and Entwistle, in their study *Transition to Secondary Education* (1969), concluded that while aspects of pupils' home environments such as socio-economic status and parental interest were significant determinants of their success at primary school, such factors became even more important at the stage of transfer from primary to secondary education.

A 61-item Biographical Inventory was accordingly devised for the purposes of the present enquiry, and was administered to all pupils during the second phase of the test programme, April-June 1976. The Inventory requested information on the following aspects of pupils' backgrounds:

1. *Socio-economic Status:*

   Family size and shared accommodation; the level of material adequacy of the home, assessed according to a weighted 12-point index of provision; pupils' job aspirations on leaving school, categorised by social class according to the Registrar General's *Classification of Occupations* (1970).

2. *Education of Parents and Siblings:*

   The types of secondary school which pupils' mothers, fathers, brothers and sisters attended; the selected status of pupils themselves.

3. *Educational Interest of Parents:*

   The frequency with which parents visited their children's schools, supervised their homework, discussed with them their school reports, displayed an interest in their schoolfriends and took them on trips of educational interest.

4. *Home Literacy:*

   The frequency with which pupils themselves, their fathers and their mothers read books; the extent to which parents bought books for children, provided space in the home for children's books and read stories to children; the frequency of pupils' library visits, and the nature of their reading preferences, whether for comics, magazines, newspapers or books.

5. *Television Viewing in the Home:*

The frequency with which pupils themselves, their fathers and their mothers viewed television; the physical location of the television set in the home, and the extent to which television viewing and its relationship to homework was monitored by parents; parental encouragement or discouragement of the viewing of selected television programmes; the average extent of pupils' weekly television viewing.

6. *Leisure Time Activities:*

Pupils' pursuit of interests and hobbies outside school hours; their membership of clubs and societies in school and their membership of sports teams both within and outside school.

The information requested in this inventory was obtained by presenting pupils with checklists which they were required to tick, or with questions to which they were required to respond either dichotomously ('Is the TV set in the same room as the one in which you do your homework? YES/NO') or in terms of frequencies ('When at home, do you visit your local library? NEVER/SOMETIMES/OFTEN'). Details of pupils' backgrounds were obtained in this way because neither the resources nor the time-scale permitted of alternative strategies such as home interviewing, and because preliminary trials indicated that the instrument could be completed with reasonable facility by pupils. Details of fathers' occupations were supplied independently by schools, or in certain instances where this was felt to be in breach of confidence, voluntarily by the parents themselves. Of the target sample of 3050 pupils, 2850 or 93 per cent completed the Inventory.

While the Biographical Inventory yielded information concerning the 'qualified' status of pupils, or whether they had entered for and been successful in the Selection Procedure for grammar schools, this information was checked independently with each of the five regional Education and Library Boards. However, in the case of one of these Boards, the bipartite system of grammar and secondary (intermediate) schools had been replaced in the Craigavon area by a non-selective system of junior and senior high schools with transfer at 14+. As only a minority of pupils entering these schools had taken either of the verbal reasoning tests associated with the Selection Procedure, it was decided, for purposes of comparison, to administer a separate verbal reasoning test to the total sample.

The test chosen for this purpose was the NFER Verbal Test EF. Devised by Wood and Land (1960) 'to provide a measure of general scholastic ability among children in the first two years of secondary school', it consists of 90 items which are exclusively symbolic or semantic in character, and is timed to take 40 minutes. The test was standardised with a fully representative sample of 4155 English secondary school pupils aged between 11;3 and 13;2, and is supplied with a marking key and conversion table to allow for differences in pupils' age. The verbal reasoning test was administered to all pupils during the first phase of the test programme January-March 1976, and was completed by 3046 pupils, or 99 per cent of the target sample.

## 3.3 ANALYSIS

In order to determine the scholastic ability of pupils entering the four school types, differences in the standardised verbal reasoning score distributions for pupils entering grammar, secondary (intermediate), bilateral and junior high schools were established. Eight ability 'bands' were then determined, representing the VRQ intervals (70), (71-80), (81-90), (91-100), (101-110), (111-120), (121-130), and (131-140), respectively. To illustrate both similarities and differences in the VRQ score distributions of pupils entering selective and non-selective secondary schools, histograms for each, in turn, of these eight VRQ bands were plotted for each, in turn of the four types of secondary school represented in the enquiry.

The second phase of the analysis is devoted to a detailed consideration of the biographical attributes of pupils transferring to the different types of secondary school. This analysis is designed to illustrate trends within and between school types such as the degree of correspondence between pupils', parents' and siblings' education, differences in parents' and pupils' reading and television-viewing habits, the extent of parental interest in pupils' academic activities, and differences in the occupational aspirations of pupils in respect of the types of secondary school to which they had transferred.

The concluding part of the chapter is concerned with an analysis of the social class characteristics of pupils relative to their selected and non-selected status on entering secondary school. As this analysis is designed to examine differences within the prevailing bipartite system in which the majority of pupils had entered for the Selection Procedure, pupils from the non-selective Craigavon junior high schools are not included.

## 3.4 THE SCHOLASTIC ABILITY OF PUPILS ENTERING SECONDARY EDUCATION

The purpose of this first section of the analysis is to describe the sample of pupils entering the four types of secondary school in terms of the percentage of pupils, within each school type, who had entered for, and were successful in, the Selection Procedure for grammar schools, and to examine in detail pupils' verbal reasoning score distributions within each of the four school types.

Table 3.4.1: *Selected status of pupils entering four types of secondary school: (percentage pupils within school types)*

| | Grammar | Secondary (Intermediate) | Bilateral | Junior High |
|---|---|---|---|---|
| Entered | 99 | 89 | 77 | 24 |
| Selected | 78 | 2 | 18 | 2 |
| Selected % Entered | 78 | 2 | 23 | 9 |

Table 3.4.1 indicates that virtually all of the grammar school pupils sampled had entered for the Selection Procedure, and approximately three-quarters had qualified. The remaining 22 per cent were enrolled in their respective schools as fee-payers. Bilateral schools, which are the results of early experimentation with forms of comprehensive education in the province, provided for the next highest percentage of qualified pupils. The junior high schools in the study were all within the Craigavon area in which the former system of grammar and secondary intermediate schools had been replaced by a

two-tier system of junior and senior high schools. While the majority of pupils in these schools had not entered for the Procedure, their qualified intake, expressed as a percentage of those who had entered, was in fact greater than that of the secondary (intermediate) schools in which most of the pupils had entered.

However, as less than a quarter of the junior high school pupils had participated in the Selection Procedure, it was not possible to use the scores deriving from this procedure to make comparative assessments of ability levels across schools. An NFER verbal reasoning test was therefore independently administered to all pupils participating in the enquiry.

The authors of the verbal reasoning test described in this section of the analysis emphasise that 'scores derived from Verbal Test EF may be used to give a general indication of the level of ability of a particular child or class, but should *not* be regarded as providing in any way a measure of capacity for learning' (Wood and Land, 1960). Whether or not verbal reasoning tests are valid indices of intellectual aptitude is a matter of some controversy (Simon, 1953; Lynn, 1969; Labov, 1970). It is nonetheless the case that such tests correlate consistently and with a high degree of significance with pupil attainment in a wide variety of school subjects (Fraser, 1959; Patterson, 1960; Heim, 1967).

Table 3.4.2 indicates the average verbal reasoning scores obtained by pupils entering grammar, secondary (intermediate), bilateral and junior high schools.

Table 3.4.2: *VRQ means and standard deviations of pupils entering four types of secondary school*

| | Grammar (N=949) | Secondary (Intermediate) (N=911) | Bilateral (N=509) | Junior High (N=594) |
|---|---|---|---|---|
| Mean | 124.3 | 102.1 | 106.2 | 99.3 |
| SD | 9.9 | 12.1 | 14.9 | 14.7 |

As might be anticipated from their selected status, grammar school pupils obtained the highest average VRQ scores, followed, in order of difference, by pupils attending bilateral, secondary (intermediate) and junior high schools. While the scores obtained by bilateral school pupils are in keeping with the proportion of qualified entrants admitted to certain of these schools, the results for junior high school pupils should be interpreted with reservations.

It is possible that pupils attending junior high schools were among the least test-sophisticated of all pupils included in the enquiry in that only 24 per cent of the pupils sampled in these schools had been entered for the Selection Procedure by their respective primary schools. However, the results obtained in other sections of the study, particularly in the section describing pupils' levels of attainment in written English (Table 6.8.1), also indicate that the differences between the average ability-levels of junior high and secondary (intermediate) school pupils are negligible.

It is noticeable, also, that irrespective of school type, the mean VRQ scores on Verbal Test EF obtained by pupils in the present enquiry are considerably higher than is usual with such tests. Weighted extrapolation to the total population indicates that the average score likely to be obtained by this age group would be 108, some 8 points higher than the intended mean for the test. However, this does not affect the comparative or predictive inferences which the results may suggest within the study. The most recent NFER catalogue states that a new standardisation of the test is currently in progress.

To investigate more thoroughly the different ability levels within these schools, pupils' verbal reasoning scores were re-defined in terms of eight distinct ability 'bands'.

Table 3.4.3: *Percentages of pupils of differing ability levels entering four types of secondary school*

| | Grammar (N=949) | | Secondary (Intermediate) (N=911) | | Bilateral (N=509) | | Junior High (N=594) | |
|---|---|---|---|---|---|---|---|---|
| VRQ RANGES | N | % | N | % | N | % | N | % |
| 70 | - | - | 31 | 3.4 | 10 | 2.0 | 26 | 4.4 |
| 71- 80 | - | - | 35 | 3.8 | 17 | 3.3 | 39 | 6.6 |
| 81- 90 | 3 | 0.3 | 78 | 8.6 | 46 | 9.0 | 101 | 17.0 |
| 91-100 | 8 | 0.8 | 184 | 20.2 | 100 | 19.6 | 139 | 23.4 |
| 101-110 | 76 | 8.0 | 380 | 41.7 | 133 | 26.1 | 160 | 26.9 |
| 111-120 | 241 | 25.4 | 171 | 18.8 | 115 | 22.6 | 88 | 14.8 |
| 121-130 | 355 | 37.4 | 31 | 3.4 | 70 | 13.8 | 32 | 5.4 |
| 131-140 | 266 | 28.0 | 1 | 0.1 | 18 | 3.5 | 9 | 1.5 |

Table 3.4.3 summarises, for each of the four school types, the number and percentage of pupils within each of these ability bands within the four types of secondary school. The extent of overlap between schools in regard

to the different ability levels is also illustrated in Figure 3.4.1.

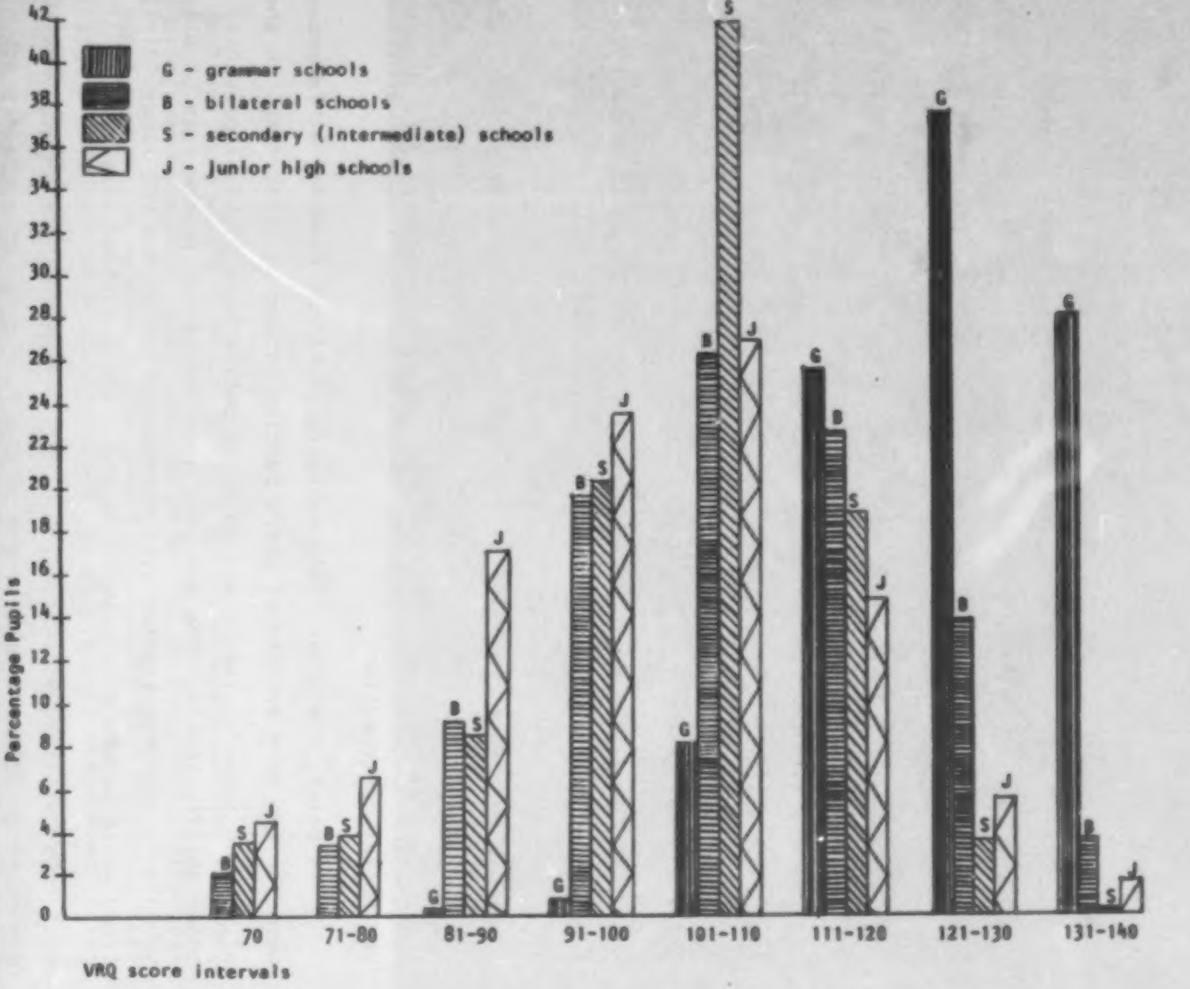
These results indicate that pupils within the VRQ range 70-80 were most strongly represented in the junior high schools (11%) and were not represented in the grammar schools; that pupils within the VRQ range 81-100 were even more strongly represented in the junior high schools (40%), were represented with comparable frequency in bilateral and secondary (intermediate) schools (29%), and were again virtually non-existent in the grammar schools (1%). Conversely, a majority of pupils attending secondary (intermediate) schools were within the VRQ range 101-120 (61%), though grammar schools also provided for a not inconsiderable 33%. However, differences between school types were most apparent in the VRQ range 121-140, a range which may be presumed to include all qualified pupils. Here it is noticeable that pupils attending junior high schools were rather more highly represented at this level than were pupils attending secondary (intermediate) schools, the order being: grammar (65%), bilateral (27%), junior high (7%), secondary (intermediate) (3.5%). These percentages are reasonably similar to the proportions of qualified pupils within school types previously noted in Table 3.4.1.

Figure 3.4.1 also indicates that the dispersal of scores within grammar schools was markedly skewed towards the upper VRQ ranges of the distribution; that scores within secondary (intermediate) schools displayed a noticeable 'peak' in the VRQ range 101-110; that the highest concentration of bilateral school scores occurred in the range 101-120, but that in more general terms, the score distributions of junior high school pupils most nearly approximated the normal distribution.

In brief, therefore, this analysis confirmed expected differences between the two main sectors of the bipartite system by indicating, in the case of grammar schools, the extent to which pupils were highly represented in the upper ability levels. The analysis also indicated, in the case of bilateral schools, a tendency towards over-representation in the VRQ range 121-130, a trend which may be attributable to their 18% qualified intake.

However, the mean VRQ score of the Craigavon junior high school pupils was found to be the lowest of any of the four types of secondary school included in the study. This result may in part be attributable to the lack of test sophistication on the part of pupils attending such schools. Nevertheless, comparative analysis of VRQ distributions within different ability levels also indicated that junior high school pupils were more frequently and consistently represented at the lower ability levels than were pupils in all other types of secondary school. This finding, in conjunction with the comparative

Figure 3.4.1: *Proportion of pupils within differing ability levels entering grammar (G), bilateral (B), secondary (intermediate) (S) and junior high (J) schools*



standards of attainment in written English of junior high school pupils reported in Chapter 6 (8), might be interpreted as casting some doubts upon the comprehensive nature of the intake of junior high schools.

## 3.5 THE BACKGROUND CHARACTERISTICS OF PUPILS ENTERING SECONDARY EDUCATION

Swift (1966) commenced his review of research findings relating to social class and educational attainment with the comment: 'As all teachers know, the children who do the best work are easiest to control and stimulate, make the best prefects, stay at school longest, take part in extra-curricular activities, finish school with the best qualifications and references and get into the best jobs tend to come from the middle class. The relationship exists in the junior school, manifests itself in the 11+, and seriously affects secondary education'. However, the concept of social class consists of what Swift (1968) himself described as 'analytical abstractions from reality'. The purpose of the section which follows is to examine the underlying coherence of such abstractions in regard to the background characteristics of pupils transferring to types of secondary school which exemplify, in varying degrees, selective and non-selective systems of second-level education.

Table 3.5.1: *Socio-economic status: percentage reported occurrence within school types*

| | Grammar | Secondary (Intermediate) | Bilateral | Junior High |
|---|---|---|---|---|
| Fathers' Occupation (NM) | 60 | 23 | 23 | 26 |
| Family Size (4 or fewer) | 75 | 49 | 59 | 61 |
| Home Affluence (Above 6 on Index) | 68 | 41 | 45 | 44 |
| Occupational Aspirations (NM) | 81 | 58 | 64 | 65 |

Table 3.5.1 contrasts the frequency of occurrence, within school types, of pupils whose fathers held non-manual occupations, with pupils' reports of family size, home affluence, and the types of occupations to which they them-

selves aspired on leaving school. Approximately 40% of the pupils sampled came from families with more than four children.

Classification of fathers' occupations by socio-economic status indicated that a considerably greater percentage of pupils in grammar schools came from non-manual (NM) backgrounds than in all other types of secondary school. Such differences are also reflected both in terms of family size and the levels of home affluence as estimated on a weighted 12-point index of material provisions. Moreover, this table reveals that while grammar school pupils were significantly more advantaged than their peers on such indices of social and material affluence, pupils attending secondary (intermediate) schools were the least advantaged of all in terms of their perceptions of such aspects of their home environment. Allowing for initial differences in the levels of fathers' occupations, pupils in secondary (intermediate) schools also showed less inclination towards occupational mobility than their fellows in other types of school.

Table 3.5.2 compares the kinds of secondary education received by pupils in the four school types with those received by other members of their families. Supplementary analysis indicated that 65% of the pupils sampled reported that one or both of their parents had attended a grammar or secondary (intermediate) school. A further 12% of parents were reported as having received their secondary education at technical schools, and this was particularly characteristic of the parents of pupils attending junior high schools in the Craigavon area.

Table 3.5.2: *Educational characteristics: percentage reported occurrence within school types*

| | Grammar | Secondary (Intermediate) | Bilateral | Junior High |
|---|---|---|---|---|
| Fathers' Education (Secondary) | 33 | 69 | 72 | 74 |
| Fathers' Education (Grammar) | 55 | 24 | 23 | 15 |
| Mothers' Education (Secondary) | 36 | 74 | 71 | 73 |
| Mothers' Education (Grammar) | 54 | 20 | 28 | 20 |
| Siblings at Non-Selective Schools | 24 | 69 | 63 | 67 |
| Siblings at Grammar Schools | 53 | 18 | 28 | 16 |

Analysis of the levels of formal education obtaining in the home revealed a strong association between the types of education received by parents and children. Over half of the pupils attending grammar school had fathers who attended grammar school, a finding which was replicated in the case of mothers. This correspondence was also confirmed, but to an even greater degree, for the parents of pupils attending non-selective secondary schools, the majority having been educated at secondary (intermediate) schools. A similar pattern of contrasts characterised the types of education received by the brothers and sisters of the pupils surveyed, the most pronounced trend being for siblings of the same family to receive the same type of secondary education.

The encouragement of literacy in the home was assessed by examining pupils' perceptions of the frequency of parental reading habits and the extent to which reading materials and facilities were made available.

Table 3.5.3: *Reading habits: percentage reported occurrence within school types*

| | Grammar | Secondary (Intermediate) | Bilateral | Junior High |
|---|---|---|---|---|
| Fathers' reading (books)* | 43 | 34 | 35 | 30 |
| Mothers' reading (books)* | 51 | 40 | 39 | 42 |
| Stories read to children* | 54 | 39 | 42 | 42 |
| Books bought for children* | 41 | 30 | 32 | 34 |
| Space provided for books | 89 | 69 | 71 | 78 |
| Library visits by children* | 36 | 21 | 24 | 25 |
| Children's reading (books)* | 58 | 39 | 37 | 40 |

This analysis indicated that mothers, on average, read books more frequently than fathers. However, the parents of grammar school pupils read books more frequently and provided more extensively for their children's reading activities than the parents of pupils in any other type of school. This provision included reading stories to their children, buying books for their children, and allocating space in the home for children's books. Supplementary analysis also revealed that comics and newspapers were read to a significantly greater extent by pupils in non-selective as opposed to grammar schools, where books ranked foremost among pupils' preferences. As in the case of material affluence, the reading interests of pupils in secondary (intermediate) schools were the least well provided for in the home, and pupils in these schools visited their local libraries less frequently than pupils in all other types of school.

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* Those attributes denoted by an asterisk in this and subsequent tables indicate that the percentages of pupils cited had reported that the practices in question occurred *often* (as opposed to 'sometimes' or 'never') in their homes. Attributes not marked by an asterisk were reported simply in terms of their occurrence or non-occurrence.

The nature of television viewing in the home was established by examining pupils' perceptions of the viewing habits of their parents and the degree of control exercised by parents over the viewing habits of their children. Supplementary analysis indicated that 98% of the pupils sampled had a television set in their homes.

Table 3.5.4: *Television viewing habits: percentage reported occurrence within school types*

| | Grammar | Secondary (Intermediate) | Bilateral | Junior High |
|---|---|---|---|---|
| Fathers' viewing* | 43 | 54 | 51 | 51 |
| Mothers' viewing* | 29 | 44 | 44 | 39 |
| Unrestricted viewing (children) | 46 | 68 | 60 | 68 |
| TV (homework room) | 26 | 46 | 44 | 42 |
| TV (during homework) | 50 | 65 | 64 | 58 |
| TV switched on continously* | 40 | 48 | 48 | 45 |
| Programmes selectively approved | 63 | 60 | 65 | 65 |
| Programmes selectively restricted | 67 | 61 | 61 | 62 |
| Homework before TV viewing | 46 | 68 | 60 | 68 |

In contrast with their reading habits, fathers watched more television than mothers, and this was particularly apparent in the case of parents of pupils at grammar and junior high schools. However, the extent of parents' viewing habits generally corresponded, if in the reverse order, with their reading habits as previously described, grammar school parents watching appreciably less television than their non-selective counterparts. Moreover, pupils' access to television and its relationship to homework, while less strongly differentiated, were most closely supervised in the homes of grammar school pupils, and least so in the homes of secondary (intermediate) school pupils.

The television set was left switched on continuously in the evenings least often in the homes of grammar school pupils. The parents of secondary (intermediate) school pupils were less inclined to positively guide their children's choice of television programmes, whereas the parents of grammar school pupils were most inclined to restrict their children's viewing. Nevertheless, pupils attending grammar, and to a lesser extent, bilateral schools were least constrained by their parents to complete their homework before watching television, whereas pupils attending junior high and secondary (intermediate) schools were most constrained to defer their television viewing until homework had been completed.

Table 3.5.5 details the extent of parental interest in pupils' school activities in the four types of secondary school surveyed.

Table 3.5.5: *Parental interest: percentage reported occurrence within school types*

| | Grammar | Secondary (Intermediate) | Bilateral | Junior High |
|---|---|---|---|---|
| Interest in schoolfriends* | 71 | 59 | 64 | 66 |
| Conversations about school* | 54 | 34 | 38 | 37 |
| Checking homework* | 22 | 30 | 28 | 22 |
| Discussing school reports* | 57 | 55 | 58 | 50 |
| Educational trips* | 10 | 12 | 11 | 11 |
| Visits to school* | 8 | 5 | 8 | 5 |

The results indicate that grammar school pupils most often reported that their parents frequently displayed an interest in the friends they made at school, and that they held conversations with their parents about school matters more often than pupils in other, particularly secondary (intermediate), schools. Moreover, the parents of pupils attending grammar and bilateral schools discussed their children's school reports and personally visited their schools more often than pupils attending other, particularly junior high schools. However, pupils attending secondary (intermediate) and bilateral schools most frequently had their homework checked by their parents.

In sum therefore, the background characteristics of pupils and their perceptions of their home environments were significantly differentiated by the types of school which they attended. The extent of such differences varied somewhat between non-selective schools, a greater proportion of the parents of pupils at bilateral schools having been educated at grammar schools, whereas a greater number of the parents of pupils in junior high schools had attended technical schools. It is important to note in this connection that as junior high schools are represented in one geographical area of the province only, the differences between the characteristics of pupils attending these and other schools may reflect demographic features particular to the Craigavon area rather than selective differences, whether explicit or implicit, between school types.

Nevertheless, the general and consistent pattern which emerged served to emphasise that the greater the provision of places for pupils at the upper ability levels in the different types of school, the greater the incidence of educational and material advantage in the reported characteristics of their pupils.

## 3.6 SELECTED STATUS AND SOCIAL CLASS

The findings summarised in the first section of this chapter indicated marked and consistent differences in the levels of ability of pupils entering grammar, secondary (intermediate), bilateral and junior high schools. The second section indicated that, allowing for the particular demographic characteristics of junior high schools, such differences were also accompanied by consistent discrepancies in the background characteristics of pupils entering such schools. However, the verbal reasoning test employed in the present study cannot be regarded as the direct equivalent of the more complex scaling process employed in the Selection Procedure. Moreover, the fact that pupils of consistently different ability levels and background characteristics are admitted to selective and non-selective secondary schools is of itself merely suggestive of the extent to which selected status within the bipartite system is a function of social class.

In this, the third and final section of the analysis, the occupational status of the fathers of pupils who were selected for grammar schools is contrasted with that of those who were not, and the results exemplified within each of the five categories of the Registrar General's *Classification of Occupations* (1970). Pupils whose fathers were unemployed, permanently absent from the home or who were deceased are also represented in the analysis. However, the comparisons illustrated in the following table are confined to pupils for whom the Selection Procedure was a customary part of their primary school career. Pupils attending schools in the Craigavon non-selective area are not included.

Table 3.6.1 indicates that in general terms, those pupils whose fathers were engaged in intermediate, skilled and semi-skilled occupations were most frequently represented in the sample, whereas pupils from professional, skilled non-manual and particularly unskilled backgrounds were less well represented.

Table 3.6.1: *Social class of pupils within each occupational category who were selected for grammar school*

| | | | % Selected | % Non-selected |
|---|---|---|---|---|
| SC I | Professional | (N=138) | 60.9 | 39.1 |
| SC II | Intermediate | (N=544) | 48.3 | 51.7 |
| SC III N | Skilled Non-Manual | (N=194) | 45.4 | 54.6 |
| SC III M | Skilled Manual | (N=636) | 25.2 | 74.8 |
| SC IV | Partly Skilled | (N=281) | 26.7 | 73.3 |
| SC V | Unskilled | (N= 49) | 28.6 | 71.4 |
| | Unemployed | (N= 70) | 18.6 | 81.4 |
| | Absent, Deceased | (N= 42) | 31.0 | 69.0 |

In terms of their selected status, the results display a noticeable, if somewhat irregular, decrease from Social Class I to V in the percentages of pupils within each occupational category who were selected for grammar schools. Approximately 61% of those from professional backgrounds were selected, in contrast with 25% of those from the skilled manual category and 19% of those whose fathers were unemployed. The somewhat higher percentage of selected pupils from the category representing those whose fathers were deceased or absent from the home may be attributable to the residual socio-economic conditions of fathers' former occupations, or to the jobs currently held by mothers.

In brief, therefore, these results would support the findings of studies by Himmelweit (1954), Floud *et al* (1957) and Douglas (1964) that pupils from the upper ranges of the social class spectrum stand a decidedly better chance of being selected for grammar school than those from less advantaged backgrounds. Moreover, with the redefinition of Social Class III in the 1970 issue of the Registrar General's *Classification of Occupations* to represent separate categories for 'skilled non-manual' and 'skilled manual', the differences between the proportional occurrence of pupils selected from the various classes are most striking in regard to pupils from non-manual as opposed to manual backgrounds.

## 3.7 SUMMARY

The purpose of the analyses described in this chapter was to examine the differing levels of ability of pupils entering four types of secondary school, to compare and contrast their socio-cultural characteristics, and to estimate the extent to which selection for secondary education may be a function of social class.

The analysis of the selected status of pupils entering the four school types indicated that the proportions of qualified pupils, expressed as a percentage of those who entered for the procedure, were: grammar (78%); bilateral (23%); junior high (9%), and secondary (intermediate) (2%). While the majority of the junior high school pupils sampled had not entered for the Selection Procedure, their qualified intake, expressed as a percentage of those who had entered, was greater than that obtaining in secondary (intermediate) schools.

The analysis of the VRQ score distributions of pupils entering the four types of secondary school indicated that grammar school pupils obtained the highest mean scores, followed, in order of differences, by pupils attending bilateral, secondary (intermediate) and junior high schools. Certain reservations were expressed concerning the facility of Verbal Test EF for pupils in this age-range, and it was noted that a proportion of the pupils attending junior high schools may have been relatively unfamiliar with tests of this kind.

Nevertheless, the comparative analysis of VRQ distributions within different ability levels indicated that while bilateral schools appeared to be successfully attracting a proportion of pupils at the upper levels of ability, junior high school pupils were more frequently represented at the lower ability levels than were pupils in all other types of secondary school.

The analysis of pupils' background characteristics indicated that pupils were clearly and consistently differentiated, in terms of their occupational, educational, cultural and recreational attributes, by the types of secondary schools to which they had transferred. It was therefore concluded that the greater the provision of places at the upper ability levels in the different types of school, the greater the incidence of educational and material advantage in the reported characteristics of their pupils. Such differences were also reflected in the extent of parental interest in pupils' education and in pupils' occupational aspirations.

The analysis of the relationship between the social class of fathers' occupations and selected status within the three types of secondary schools in which the majority of pupils had entered for the procedure indicated a noticeable, if somewhat irregular, decrease from Social Class I to V in the number of pupils within each occupational category who were selected for grammar schools. Such differences in selected status were particularly apparent between pupils from professional backgrounds as opposed to those whose fathers were engaged in skilled manual occupations or those whose fathers were unemployed.

# CHAPTER 4: TRANSITION TO SECONDARY SCHOOL

## 4.1 INTRODUCTION

Following from the provisions contained in the 1944 Education Act in Britain and the corresponding 1947 Act in Northern Ireland, the vast majority of children are moved from primary to secondary education at the age of 11+. As the analysis of historical trends in the development of school systems has indicated, the conceptualisation of public systems of primary and secondary education with 11+ or 12+ as the age of demarcation between the two was governed more by established practice relating to the transfer of scholarship pupils from elementary schools to secondary and grammar schools than by subsequent rationalisations concerning the onset of adolescence or the development in children of special interests and aptitudes.

Yet virtually every major educational report, not excluding the recent Consultative Document *Education in Schools* (1977), reaffirms the belief that 'substantial problems can occur at the point of transition between primary and secondary schools'. However, not all reports are unequivocal in their assessment of the nature of such problems, nor is there general agreement as to how best they might be alleviated. Moreover, the focus of argument tends to shift somewhat depending on whether the problems of transition are discussed in the context of stages in the psychological development of children, selection for secondary education, organisational alternatives such as the middle school, or, more recently, comparability of standards among pupils entering secondary education.

The Plowden Report *Children and their Primary Schools* (1967) provided the impetus for a wide-ranging reappraisal of the relationship between primary and secondary education in its recommendation for a system of middle schools from ages 8;6 to 12;6 which, in terms of curriculum and organisation, would exemplify 'the best of primary education as we know it'. The justification offered for such a proposal was that 'for many children the changes of curriculum and method associated with a break at eleven cut across a phase in learning and an attitude to it. An unself-conscious period in art, dramatic movement and writing, for example, may last till twelve or thirteen. Many children, too, at at the top of the primary school develop confidence in devising experiments and using books in specific situations (often unrelated to 'subjects')'. The Report argued that children's progress in these areas may be 'slowed down by premature emphasis on class instruction, adult systematisation and precision in secondary schools' and finds its argument supported 'by the findings of Piaget and his English followers on the late emergence of the powers of abstract thought'.

The Plowden Report's observations were open to interpretation in two ways: firstly in terms of the development of a separate, self-contained system of middle schools, or secondly, by way of a redefinition of the middle years of schooling involving increased liaison and continuity between existing primary and secondary systems.

The notion of a separate system of middle schools found considerable support in England where some such schools had already been established in accordance with the recommendations for comprehensive reorganisation contained in Circular 10/65, and for which legislative provision had already been made in the 1964 Education Act. L. J. Burrows (1967), formerly Chief Inspector of the Department of Education and Science, described the function of middle schools as follows: 'The task before the middle school is to create teaching and learning situations in which pupils pass gradually and naturally into these more adult stages, maturing at their own pace; to establish the continuity of the educational process, making a bridge between primary and secondary, dominated by neither'. In a further contribution on the same topic, Burrows (1969) defined the curriculum of the middle school as a gradual progression from discovery learning, in the context of integrated studies, to the development of logical thinking in the context of the major disciplines. The justification of such a curriculum was given, as in the Plowden Report, in terms of Piagetian theories of the development of abstract thinking in children within this age range, an increase in the development of their special interests and aptitudes, and differences in the rates of progression towards social, sexual and intellectual maturity in boys and girls.

However, such formulations of the nature and purpose of the middle school and of its implications for transition have not gone unchallenged. Taylor (1969), in a penetrating critique of the 'first principles' of the Plowden Report, argues that the main evidence from child development and psychology suggests that 'individual differences persist at all ages of schooling, not only at the primary stage, and the continuity of physical and psychological development, at least in normal circumstance, is a *sine qua non* of life in general. So there is nothing here that provides a basic justification for extending the junior stage by one or two years'.

The findings of studies by Tanner (1961, 1962) on individual differences in the onset of puberty, Bloom (1964) on the uninterrupted nature of the dvelopment of intelligence, Peel (1959) on the influence of mental rather than chronological age on the child's capacity for thinking, and Bruner (1960, 1966) on the differential effects of subject matter and teaching methods on conceptual development, caused Nisbet and Entwistle (1970) to conclude that 'there certainly seems to be little evidence from the experimental studies done outside the system with which to identify any clearly distinct phase....Changes in school may well be necessary, but the Plowden Committee's recommendation of middle schools is only one out of many viable schemes'.

In Northern Ireland most of the major advisory and consultative reports have tended to echo the conclusion reached by the Sixth Advisory Council (1968): 'We see no reason to depart from our policy in Northern Ireland that a child's primary education should be pursued within one school'. Apart from purely educational considerations, the fact that approximately 40% of the primary schools in the province are staffed by three, or fewer than three teachers may have weighed heavily in this decision, and certainly contributed to the conclusion independently reached by Hedley (1977) that 'while the provision of middle schools may be thought worthy of examination in large, thickly populated areas, such schools cannot be considered feasible as a general provision throughout Northern Ireland'. The alternative interpretation of the Plowden Committee's recommendation, that of increased liaison and continuity between existing primary and secondary schools, has accordingly found most favour in the educational policy of the province.

The views of the Northern Ireland Inspectorate on the problems of transfer were expressed in a paper prepared for discussion at the 1972 meeting of the Standing Conference for Secondary Education. The paper commenced with the assertion that 'there is little doubt that transition from primary to secondary school (whether intermediate or grammar) is a highly significant event in a child's life, an event rendered the more dramatic by the Selection Procedure itself'. The discussion paper commented that among the most striking changes which the child encounters are his altered status and physical environment, separation from his friends, a wider variety of teachers and subjects, and more significantly, the examination system: 'He will soon become aware of the power of the examination system in the secondary school, but the vague and distant objectives of CSE and GCE are likely to be a poor substitute for the strong and immediate motivation to be successful that he experienced in primary school'.

In common with the observations of the Plowden Committee (1967), the Northern Ireland Inspectorate saw as the kernel of the problem the incompatability between curricula in primary and secondary schools: 'It is in those areas where the primary school is endeavouring to take account of the varying capacities and stages of development of children...., where creative work and problem solving can be carried from inception to completion, that the transition to the subject-centred secondary school is most abrupt'. The paper also suggested that 'the organisation of the secondary school should conform to that of the primary school rather than *vice versa*', and argued that the success of its proposals hinged not only on the goodwill of teachers, but also 'on their readiness to move from the concept of the teacher primarily as the teacher of a subject to an acceptance of the principle that it is as important to provide for the social and personal needs of children as for their academic needs'.

In the more recent report on transition by a Chief Inspector of the Northern Ireland Inspectorate entitled *Liaison between Primary and Secondary Schools* (Hedley 1977), the major emphasis is again placed upon the modification of the secondary school curriculum as an important step in the integration of first-form pupils: 'It is perhaps strange, but nevertheless true, that courses at the secondary level often appear not to have been planned primarily with the development of pupils in mind, but rather to work backwards from forms V and VI, and to make the child's programme suit the requirements of examinations at 16+ and 18+'.

Both Northern Ireland commentaries also recommended increased familiarisation between primary and secondary schools in the form of open days, information booklets, teacher liaison and exchange, social and educational visits by pupils, and the active involvement of senior school pupils in the induction of first formers; increased curricular modification in the form of integrated studies, project work, mixed ability or vertical grouping and team teaching; increased pastoral and academic provision in the form of record-keeping, the use of profiles, having the same teacher for core subjects, and the availability of separate first-form facilities such as libraries and home-rooms.

However, Hedley (1977) was somewhat pessimistic about the actual extent of such liaison throughout the province, particularly with regard to greater co-ordination and continuity between primary and secondary curricula: 'The sum total of such work has not been great, and the reasons for this are various. First, secondary school principals are reluctant to antagonise their primary school counterparts by any action or expression which might be thought dictatorial. Secondly, those who have a large number of contributory primary schools see great practical difficulty in achieving any kind of uniformity or even useful level of agreement. The main reason for the delay in taking positive action appears to be that neither side shows sufficient knowledge or understanding of the other's schools'.

Nisbet and Entwistle (1969) were of the opinion that 'it is possible to make organisational changes in the secondary school to overcome the difficulties presented by transfer'. However, the effects of those initiatives which have been subjected to investigation (e.g. Dutch and McCall, 1974; Youngman and Lunzer, 1977) are uncertain and often ambiguous. Taylor (1969) implicitly criticises the extension of the 'best primary school practice' into the early years of the secondary school curriculum on the grounds that intellectual self determination may be achieved at the expense of social initiation. Nash (1973) makes much the same point in consequence of his study of five Scottish primary schools. While primary teachers had begun to adopt more formal teaching techniques with their upper primary classes, secondary teachers had adopted informal methods in anticipation of their new intake: 'When these pupils arrived at the secondary school, they perceived the less rigorous control there as a sign of 'softness', and exploited this unaccustomed freedom by misbehaving in a way they were firmly prevented from doing in their primary schools'.

This chapter therefore entails an examination of children's attitudes to their transition to, and initial experience of secondary schools relative to their background and primary school characteristics and the types of secondary school to which they have transferred. The particular transition arrangements adopted by different types of secondary school are described in detail, as also are the social, cultural and educational facilities made available to first-form pupils. The chapter concludes with an examination of the effectiveness of schools' transition programmes and first year provision in predicting pupils' attitudes towards their transition to secondary school.

## 4.2 PROCEDURE

As it was felt that existing attitude scales were either insufficiently validated or not directly related to the problem in question, two pilot studies designed to assess pupils' dispositions towards transfer were conducted over the period April to December 1975. In the first of these studies the opinions of 120 first-year pupils in a large Belfast grammar and secondary (intermediate) school were obtained using an open-ended self-completion questionnaire. Pupils were requested to write short paragraphs under general headings such as the following: 'What I felt about the 11+'; 'Where my friends from primary school went'; 'What I missed from my primary school'; 'What I knew about my new school before I came'; 'My first day in the new school'; 'The teachers in this school as compared with my last'; 'The subjects in this school as compared with my last'; 'What I now think about my new school'; and 'What I feel about growing up'.

The opinions suggested were then summarised, and statements unique to each area were included in a 175-item attitude inventory and administered to a further sample of 420 pupils in three grammar and four secondary (intermediate) schools. From the subsequent factor analysis* of pupils' responses to these items, scales representing seven dimensions of pupil attitude were derived, six of which displayed satisfactory levels of internal consistency both for the total sample and for systematically selected split halves. The items comprising each of these dimensions and their respective factor loadings are illustrated in Table 4.2.1, together with an index of the internal consistency of each of the scales in turn, estimated according to Cronbach's (1951) formula for the *Alpha* coefficient.

Those items with their highest factor loadings on the first scale, *Secondary-Primary Preference*, indicate that this scale clearly contrasts pupils' preferences for the atmosphere, activities and variety of the primary school with those of the secondary schools to which they had transferred. It emerged as among the most reliable of the attitude scales employed in the analysis, and was scored to indicate secondary school preferences. Items defining the second factor, *Teachers and Teaching at Secondary School*, refer more specifically to pupils' relationships with teachers, particularly in a learning capacity. In

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* A principal components analysis of 175 attitude items yielded seven conponents with *eigen* values in excess of unity. These were rotated by Varimax to the structure summarised in Table 4.2.1.

Table 4.2.1: *Dimensions of pupil attitudes to transfer*

| Factor 1 Secondary-Primary Preference | | Factor 2 Teachers and Teaching at Secondary School | |
|---|---|---|---|
| Items | Loading | Items | Loading |
| I now prefer this school to primary school | 0.61 | The teachers in this school seem to like me all right | 0.64 |
| I wish that I was back in primary school | -0.59 | The teachers in this school are satisfied with my work | 0.55 |
| In primary school I got tired of the same teachers all the time | -0.57 | Some teachers in this school seem to have a grudge against me | -0.53 |
| The teachers here are more helpful than those in primary school | -0.57 | The rules in this school are mostly unfair | -0.52 |
| I feel more at home here than I did in primary school | -0.54 | Most of the teachers in this school don't teach us properly | -0.51 |
| I miss the activities we had in primary school | -0.51 | I don't tell my parents very much about school | -0.48 |
| There is more freedom here than in primary school | -0.50 | The teachers in this school don't pay much attention to me | -0.47 |
| The work was explained better in primary school | -0.48 | The teachers expect too much from us in this school | -0.47 |
| The teachers in primary school were more helpful and understanding | -0.48 | Most of the teachers here are patient and understanding | 0.44 |
| It is easier to make friends in this school | 0.44 | I don't look forward to school any more | -0.44 |
| I miss the feeling of togetherness we had in primary school | -0.43 | I should like more help to be given to me in this school | -0.41 |
| I like the pupils in this school because they are more grown up | 0.42 | There are too many unnecessary rules in this school | -0.38 |
| α-coefficient=0.81 | | α-coefficient=0.77 | |

Table 4.2.1 (cont'd)

Factor 3 Educational Alienation

| Items | Loading |
|---|---|
| I didn't care whether I passed the 11+ or not | 0.53 |
| My parents think all schools are the same | 0.52 |
| The worst rule in this school is about wearing the uniform | 0.52 |
| I would like to leave school and earn some money | 0.52 |
| Most of the rules in this school are not obeyed | 0.45 |
| I want to leave school at the first opportunity | 0.45 |
| My friends from primary school think this is a school for snobs | -0.43 |
| My friends from primary school think that this is a rough school | 0.42 |
| I want to stay on and get the most out of school | 0.42 |
| Most of my friends got the 11+ | -0.41 |
| Most of my friends would like to leave school | 0.40 |
| My teacher expected me to pass the 11+ | -0.36 |
| α-coefficient=0.82 | |

Factor 4 Work at Secondary versus Primary School

| Items | Loading |
|---|---|
| The homework was easier in primary school than here | 0.63 |
| We had less homework in primary school than here | 0.61 |
| We have to work much harder here than in primary school | 0.55 |
| The work was easier in primary school than here | 0.52 |
| The teachers are stricter here than in primary school | 0.50 |
| I find the homework in this school too long and too hard | 0.43 |
| With all the schoolwork and homework, I don't seem to have as much time for myself | 0.43 |
| We were allowed to express ourselves more freely in primary school | 0.33 |
| α-coefficient=0.76 | |

Table 4.2.1 (cont'd)

| Factor 5 Secondary School Familiarity<br>Items | Loading |
|---|---|
| I felt at home in the new school from the first day .. .. .. .. .. .. .. | 0.52 |
| My parents knew very little about this school | -0.41 |
| Most of the pupils in this school seem to like me .. .. .. .. .. .. .. | 0.40 |
| The pupils in this school are more my type than the pupils in primary school .. .. | 0.39 |
| There is too much bullying and fighting in this school .. .. .. .. .. .. .. | -0.38 |
| What I had heard about this school made me want to come here .. .. .. .. .. | 0.38 |
| I have more friends here than in primary school .. .. .. .. .. .. .. .. | 0.38 |
| I knew about this school from my family .. | 0.34 |
| My parents had visited this school before I came .. .. .. .. .. .. .. .. | 0.34 |
| α-coefficient=0.65 | |

| Factor 6 The Selection Procedure<br>Items | Loading |
|---|---|
| My parents think the 11+ is a good idea .. | 0.64 |
| My parents think that the 11+ should be done away with .. .. .. .. .. .. .. | -0.57 |
| The 11+ helps you to get a good job .. .. | 0.54 |
| The 11+ is unfair because it does not allow you to choose your own school .. .. .. | -0.44 |
| The 11+ is unfair to those who work hard in school and don't get it .. .. .. .. | -0.41 |
| I think my primary teacher was against the 11+ .. .. .. .. .. .. .. .. | -0.39 |
| The 11+ helps you to get into a good school | 0.33 |
| The 11+ gets you into a good class, no matter what school you go to .. .. .. .. | 0.37 |
| α-coefficient=0.67 | |

Table 4.2.1 (cont'd)

Factor 7 School Anxiety

| Items | Loading |
|---|---|
| I was worried about finding a friend when I first came here .. .. .. .. .. .. | 0.49 |
| My parents are always asking me about school work .. .. .. .. .. .. .. | 0.42 |
| I was nervous and rather scared on my first day in the new school .. .. .. .. .. | 0.39 |
| On the first day here I knew no-one, and felt all alone .. .. .. .. .. .. .. | 0.38 |
| If you don't get the 11+ you feel stupid .. | 0.35 |
| The 11+ makes you feel very anxious and nervous .. .. .. .. .. .. .. | 0.34 |
| What I miss most from primary school are my friends .. .. .. .. .. .. .. | 0.34 |
| My parents helped me prepare for the 11+ .. | 0.32 |
| α-coefficient=0.53 | |

contrast with the previous factor, these items do not imply any comparisons with pupils' primary school experience. Also highly reliable as a dimension of pupils' attitudes, this scale was scored in favour of secondary school teachers and teaching.

The third factor, *Educational Alienation*, was the most reliable dimension resulting from the pilot studies, and is defined by items signifying apathetic or antagonistic dispositions towards secondary school rules, ethos, and educational objectives in general, together with a clearly expressed desire to leave school at the first opportunity. This scale was scored to indicate educational alienation. The fourth factor, *Work at Secondary versus Primary School*, consists of items which contrast the pace and level of homework and schoolwork at secondary school with that at primary school. As previously, the scale was highly reliable, and was scored in favour of preferences for work at secondary school.

The fifth factor, *Familiarity with the New School*, is defined by items which indicate the extent to which pupils were familiar with their new schools prior to transfer, and the ease with which they settled down on arrival. Acceptably reliable in terms of its internal consistency, this scale was scored in favour of school familiarity. The sixth factor, *The Selection Procedure*, represents pupils' opinions on the advantages and disadvantages of the 11+. Also acceptably reliable, the scale was scored to indicate favourable views on the procedure. The seventh and final factor was entitled *School Anxiety*. While the level of internal consistency associated with this dimension was not high, it was retained in the investigation because of its high degree of discriminant validity in the pilot study, and also because the items themselves appeared to indicate recognisable elements of academic and social apprehension. The scale was scored to reflect such a disposition.

The items resulting from these scales were then intermingled to prevent an expectancy set between items occurring among respondents, and re-drafted as a 70-item *Attitudes to Transfer Inventory*. The instrument was administered to 2842 pupils, or 93 per cent of the target sample, during the first phase of the test programme, February - March 1976. All items were read aloud to pupils, and they were requested to circle the letters T or F depending on whether the statements were true or false reflections of their personal dispositions.

The second source of information to be considered in this chapter consisted of a detailed documentation of individual elements in schools' transition programmes, and also of the social, cultural, academic and pastoral amenities made available to pupils in their first year at secondary school. Accounts of the transfer procedures practised by schools were obtained on a Transfer Arrangements Form in which schools were required to indicate whether they had 'any particular arrangements such as junior transition departments, special first-year curricula, familiarisation visits to or from primary schools, or any other schemes specifically designed to facilitate transition from primary to secondary school'.

It was possible to award, for each of the procedures adopted by schools, a rating indicative of the extent to which they were actively employed within such schools. For example, a rating of '1' for the use of Record Cards signified that basic information was obtained by this procedure from contributory primary schools, whereas a rating of '3' indicated that continuous record-keeping formed an integral part of a pupil's career throughout his period at secondary school.

Two cumulative indices of a school's transfer arrangements were derived from these ratings of individual strategies, namely Total Primary-Secondary Liaison and Total Secondary School Familiarisation. An index of Total First Year Social Provision was also derived from the number of sports, cultural and community activities made available to first-form pupils in each school, and an index of Total First Year Curriculum Provision was derived from the extent to which strategies such as subject integration, setting, remedial provision and special form teacher allocations were adopted in the first form.

In sum, therefore, a detailed profile of the transition from primary to secondary education was assembled for further analysis, not only in terms of the attitudes expressed by pupils, but also by way of a comprehensive description of the actual procedures devised by schools to alleviate the difficulties associated with transfer.

## 4.3 THE ANALYSIS

The first section of the analysis is concerned with establishing the extent and nature of the associations between pupils' attitudes towards transition and the types of secondary school to which they had transferred. Product-moment correlation was employed to establish such relationships.

In order to explore the extent to which pupils' dispositions towards transfer were associated with aspects of their socio-economic and cultural backgrounds, their responses to the 61-item Biographical Inventory described in Chapter 3 were then correlated with their scores on the seven Attitude to Transfer scales specifically devised for this enquiry. The results in the previous chapter indicated that the background characteristics of pupils were consistently and significantly differentiated by the types of school to which they had transferred. Nisbet and Entwistle (1969) have reported that working class children from disadvantaged educational backgrounds suffer a reversal in motivation and academic attainment following transfer, and that parental interest and encouragement assume an increased significance at this stage. The second analysis therefore extends the attitudinal profiles of adaptive and maladaptive pupils entering secondary education with reference to such aspects of their backgrounds as the extent of home literacy and material adequacy, television viewing habits, parental interest and education, and the occupational aspirations of pupils themselves.

The third section of the analysis provides a detailed account of the transfer initiatives generally adopted by schools, and the frequency with which particular strategies were initiated by particular types of secondary school. This section also examines the social, cultural and recreational facilities made available to pupils in their first year at different types of secondary school.

The final section of the analysis seeks to determine the extent to which the transition programmes adopted by schools predicted pupils' attitudes to transfer. The available evidence is ambiguous and often hortatory, and in no case have attempts been made to monitor other than the most global effects of such initiatives. In this analysis, therefore, separate elements of schools' transfer initiatives, together with elements of their first-year provision, were entered into a series of multiple regression equations to establish which aspects of a school's transition programme were most significantly predictive of pupils' attitudes concerning their transition to secondary school.

## 4.4 PUPILS' ATTITUDES TO TRANSFER, THEIR BACKGROUND CHARACTERISTICS, AND THE TYPES OF SECONDARY SCHOOL WHICH THEY ATTENDED

The introductory section of this analysis considers the relationship between pupils' attitudes to transfer, as indicated on the seven scales devised for the enquiry, and the types of secondary school to which they had transferred.

Table 4.4.1 indicates that secondary (intermediate) school pupils were associated with a positive preference for Secondary versus Primary School, whereas pupils attending other types of secondary school, particularly bilateral school pupils, were negatively associated with such a preference. While grammar school pupils indicated the strongest approval of Teachers and Teaching at Secondary School, bilateral school pupils indicated the least such approval. The results pertaining to pupils' attitudinal dispositions on the Educational Alienation scale were among the most significant obtained in this analysis, and indicated that whereas grammar school pupils were negatively associated with expressions of alienation, pupils attending secondary (intermediate), junior high and bilateral schools were positively associated with such expressions.

As in the case of their preference for secondary as opposed to primary schools in general, pupils attending secondary (intermediate) schools expressed the greatest approval for Work at Secondary versus Primary School. However, grammar school pupils were negatively associated with such approval, as also, to a lesser extent, were pupils attending bilateral and junior high schools. The correlates of the attitude scale Familiarity with the New School indicated that grammar school pupils were most familiar with their prospective secondary schools prior to going there, whereas pupils attending junior high and bilateral schools were least familiar with their new schools.

Positive opinions on the Selection Procedure were, somewhat paradoxically, most significantly associated with pupils attending junior high schools in which the majority had not entered for the procedure. Expressions of School Anxiety were not significantly characteristic of any of the four types of secondary school represented in the study, but insofar as directional trends were discernible, such anxiety was most characteristic of pupils attending bilateral and grammar schools, and least typical of those attending junior high and secondary (intermediate) schools.

An examination of the biographical correlates of pupils' dispositions on each of the seven attitude scales, irrespective of the types of secondary school which they attended, constitutes the second part of this analysis. In the interests of economy of presentation, the results are illustrated for the

Table 4.4.1: *School type correlates of pupils' attitudes to transfer (N=2838)*

| | Secondary Primary Preference | Teachers & Teaching at Sec. School | Educational Alienation | Work at Secondary vs Primary School | Familiarity with the New School | The Selection Procedure | School Anxiety |
|---|---|---|---|---|---|---|---|
| Grammar/other | -.01 | .15*** | -.61*** | -.13*** | .17*** | -.03* | .02 |
| Secondary (Intermediate)/other | .13*** | -.03* | .36*** | .24*** | .02 | -.04* | -.01 |
| Bilateral/other | -.10** | -.12*** | .11*** | -.08*** | -.10** | -.04* | .06** |
| Junior High/other | -.04* | -.04* | .19*** | -.04* | -.13*** | .13*** | -.07*** |

*: p<0.05; **: p<0.01; ***: p<0.001

total sample* rather than within specific school types, as the major differences between the attitudinal dispositions of pupils attending the different kinds of secondary school have already been described. Moreover, correlations at, or in excess of, the value of .10, only, are indicated. All such correlations are significant at the <.001 level of probability.

The results, as shown in Table 4.4.2, indicate that pupils' preferences for secondary as opposed to primary school were more characteristic of girls than of boys, those whose parents paid fees for them to attend grammar schools, and those who frequently discussed matters relating to school with their parents.

Pupils' views on teachers and teaching at their respective secondary schools were rather more extensively differentiated by their background characteristics. Again, boys rather than girls tended to disapprove of these aspects of their secondary education, as did pupils from larger families, those from manual backgrounds, those whose fathers, mothers, brothers or sisters had attended secondary (intermediate) schools, and those who themselves aspired to manual occupations on leaving school. Pupils' recreational and reading habits also distinguished between pupils' attitudes towards secondary school teachers and teaching, those whose television viewing was not restricted, who played for teams outside school and who preferred comics to books indicating least approval on this attitude scale.

Alternatively, those pupils who were associated with expressions of approval of their teachers and teaching at secondary school included girls rather than boys, those from non-manual backgrounds, those of higher measured intelligence, those whose fathers had attended grammar schools and those who themselves aspired to non-manual occupations. Pupils who had passed the Selection Procedure for grammar schools or who had entered grammar schools as fee payers also responded favourably on this scale.

In terms of their reading practices, pupils who preferred books to comics, who read books frequently and who often visited their local libraries, those whose parents bought books for them or provided space in the home for such books, and those whose parents had read stories to them when younger expressed most approval of their teachers and teaching at secondary school.

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* The 'total sample', in this and subsequent instances, consists of the amalgam of pupils who were deliberately selected, by school type, to represent particular forms of secondary education within the total population. However, no weighting procedure was employed to allow for their *combined* representativeness, *by school type*, in the total population.

Table 4.4.2: *Biographical correlates of pupils' attitudes to transfer: total sample* (N=2838)

| | Secondary Primary Preference | Teachers & Teaching at Sec. School | Educational Alienation | Work at Secondary vs Primary School | Familiarity with the New School | The Selection Procedure | School Anxiety |
|---|---|---|---|---|---|---|---|
| Boy | -.10 | -.28 | .14 | | -13 | | |
| Girl | .10 | +.28 | -.14 | | .13 | | |
| Free school meals | | | .12 | | | | |
| VRQ scores | | .27 | -.57 | -.11 | .10 | -.14 | |
| Selection - entered | | | -.25 | | | -.15 | |
| Selection - passed | | .11 | -.52 | .15 | | | |
| Fee-payers at grammar | .10 | .10 | -.22 | | .15 | -.11 | |
| Father secondary (Int.) | | -.16 | 34 | | -.15 | | |
| Father grammar | | .14 | -.30 | | .16 | | |
| Mother secondary (Int.) | | -.15 | .32 | | -.11 | .11 | |
| Mother grammar | | | -.30 | | .11 | -.10 | |
| Family size | | -.15 | .23 | | | | |
| Sibling secondary (Int.) | | -.20 | .36 | | | | |
| Sibling grammar | | | -.23 | | .14 | | |
| Fathers' reading (books) | | | -.13 | | | | |
| Mothers' reading (books) | | | -.15 | | | | |
| Chidren's reading (books) | | .27 | -.31 | | | | |
| Books bought for children | | .18 | -.21 | | | | |
| Library visits by children | | .17 | -.24 | | | | |
| Stories read to children | | .19 | -.22 | | | | .10 |
| Bookspace in home | | .16 | -.25 | | .10 | | |
| Children read comics | | -.14 | .20 | | | | |
| Children read books | | .24 | -.30 | | | | |

cont'd

Table 4.4.2 (cont'd)

| | Secondary Primary Preference | Teachers & Teaching at Sec. School | Educational Alienation | Work at Secondary vs Primary School | Familiarity with the New School | The Selection Procedure | School Anxiety |
|---|---|---|---|---|---|---|---|
| Fathers' viewing | | | .10 | | | | |
| Mothers' viewing | | | .14 | | | | |
| TV homework room | | -.15 | .23 | | | | |
| TV during homework | | -.14 | .19 | | | | |
| TV selectively approved | | | | | | | .12 |
| TV selectively restricted | | .11 | -.12 | | | | .13 |
| Homework before TV | | .11 | -.13 | | | | .17 |
| TV viewing unlimited | | -.12 | .26 | | | | -.10 |
| Average TV viewing | | | .11 | | | | |
| Teams outside school | | -.13 | .10 | | | | |
| Parental interest in school | | .13 | -.18 | | | | |
| Parental interest in friends | | | -.16 | | | | .18 |
| Parental visits to school | | .13 | -.22 | | .15 | | .15 |
| Discussions about school | .10 | .29 | -.31 | | .10 | | .12 |
| Parents check homework | | .16 | -.10 | .13 | | | .18 |
| Parents check reports | | .12 | -.13 | | | | .10 |
| Educ. trips with parents | | .12 | -.15 | | | | .11 |
| Material provision in home | | | -.26 | | .13 | -.10 | |
| Pupils' aspirations - NM | | .25 | -.32 | | .12 | | |
| Pupils' aspirations - M | | -.25 | .32 | | -.12 | | |
| Fathers' occupations - NM | | .13 | -.33 | | .10 | | |
| Fathers' occupations - M | | -.13 | .33 | | -.10 | | |

In contrast with the television-viewing habits of their more negatively disposed fellows, pupils who approved of secondary school teaching tended to come from homes in which television viewing was selectively restricted and in which they were obliged to complete their homework before watching television. Patental interest in school was also extensively associated with favourable pupil attitudes towards teachers and teaching at secondary school, whether in terms of the frequency with which they checked pupils' homework and discussed school reports, or in terms of the extent to which they visited their children's schools or took them on trips of educational interest.

The biographical characteristics associated with pupils who were alienated in their attitudes towards education were the most extensive and significant of the seven attitude scales included in this analysis. They denote a clearly-defined attitudinal disposition among the first-form pupils being studied whose environmental circumstances, interests and aspirations were in polar opposition to those attributes customarily associated with successful adaptation to secondary school.

The analysis of the attitudes of pupils attending different types of secondary school illustrated in Table 4.4.2 indicated that alienated attitudes towards education were most significantly associated with pupils who were enrolled at secondary (intermediate) schools, and, to a lesser extent, with pupils attending junior high and bilateral schools. The present analysis of their biographical characteristics, irrespective of school type, indicates that pupils who were most alienated in their attitudes to education were defined most significantly by their low scores on the verbal reasoning test administered in the course of the enquiry, and also by the fact that they had been unsuccessful in the Selection Procedure for grammar schools.

Thereafter, the results indicate a profile of biographical characteristics which are in direct contradiction to those previously associated with pupils' approval of teachers and teaching at secondary school. Alienated attitudes towards education were associated with pupils from manual backgrounds, those from homes with less adequate material provision, those in receipt of free school meals and those who themselves aspired to manual occupations on leaving school.

In terms of their educational backgrounds, the more alienated pupils tended to come from larger families in which their fathers, mothers, brothers or sisters had attended secondary (intermediate) rather than grammar schools. Analysis of their reading habits showed that educational alienation was significantly but negatively associated with every index of home literacy or reading preference represented in the study, with the exception of pupils' preference for reading comics, which was positively associated with such alienation. Pupils' television viewing habits were similarly differentiated, alienated attitudes being negatively associated with those in whose homes access to television and its relationship with homework were supervised, and positively associated with unrestricted, unsupervised television viewing and with the frequency with which parents themselves viewed television.

However, the negative bias in the patterns of characteristics associated with educational alienation was most noticeable with regard to the extent of parental interest in their children's education. Every manifestation, without exception, of parental interest included in the study was negatively associated with expressions of alienation on the part of pupils, and this applied particularly to the frequency with which parents discussed matters relating to school with their children.

The biographical correlates of pupils' attitudes towards the work at secondary as opposed to primary school were not extensive. However, there is at least a suggestion that certain pupils of higher measured intelligence, and also a proportion of those who had passed the Selection Procedure for grammar school, were unfavourably disposed towards their initial experience of schoolwork at this level.

The profiles of those pupils who expressed familiarity with their new schools, while indicative, as previously, of those from more advantaged socioeconomic backgrounds, also confirmed the finding that such familiarity was most characteristic of pupils attending grammar schools. Thus pupils of higher measured intelligence, those who had entered grammar schools as fee payers, and those whose fathers, mothers, brothers or sisters had attended grammar schools were positively associated with such expressions of familiarity, as were those whose parents frequently visited their schools, or who had frequent conversations with their parents on matters relating to school. Alternatively, those whose fathers or mothers had attended secondary (intermediate) schools were negatively associated with expressions of familiarity with their new schools, as were those whose fathers were engaged in manual employment, or who themselves aspired to manual occupations on leaving school.

The biographical correlates of those who expressed favourable attitudes towards the Selection Procedure suggested that such attitudes were not always characteristic of pupils from more advantaged backgrounds. Pupils of higher measured intelligence, those from homes with above average material provision and those whose mothers had attended grammar schools were among those who were negatively disposed towards the Selection Procedure, as also were those whose parents had paid fees for them to attend grammar schools. Conversely, those whose mothers had attended secondary (intermediate) schools were most approving of selection. The introductory analysis also indicated that approval of selection was most apparent among pupils attending non-selective junior high schools.

The profile of characteristics associated with pupils' expressions of anxiety about school was exclusively associated with the extent of parental control over television viewing and its relationship with homework, and with parental expressions of concern about their children's progress at school. Thus anxiety on the part of pupils was associated with both selective approval and restriction of their television viewing by their parents, and with parental insistence that homework be completed before television viewing commenced. Moreover, the frequency of parents' visits to schools, the extent to which homework, school reports and school affairs in general were discussed in the home, and the frequency with which parents took their children on trips of educational interest were all associated with pupils' expressions of anxiety about school.

In brief, therefore, these analyses of the correlates of pupils' attitudes to transfer have provided convincing support for the concurrent validity of the attitude scales specifically devised for the purposes of the enquiry. But more significantly, they have indicated, in the case of at least two of these scales, a clearly demarcated polarity of characteristics within the pupil population which, on the negative side, was decidedly unsympathetic towards, and alienated from, the values, attitudes and interests customarily regarded by schools as essential prerequisites for successful pupil adaptation to secondary education.

## 4.5 SCHOOLS' TRANSITION PROGRAMMES AND PUPILS' ATTITUDES TO TRANSFER

Studies conducted by Philip (1968), and more recently by Dutch and McCall (1974) on the impact of special transition programmes upon pupil adaptation to secondary school have produced results which, on the one hand, have suggested that children from lower socio-economic groups benefited most from such arrangements, but on the other have indicated that lasting discrepancies between the attitudes of most and least able children towards their secondary schools more than offset any improvements attributable to such schemes. Youngman and Lunzer (1977) have raised the question as to whether junior transition departments may have an adverse effect on pupil attainment at secondary school, and Nash (1973) has commented that the initiatives taken by secondary schools in this area may be based upon a misperception of the extent to which informal teaching methods prevail in primary schools. While Nisbet and Entwistle (1970) have suggested that the improvements claimed by Philip (1968) were due in particular to the inclusion of project work in the first year curriculum, the evidence here was largely conjectural. In fact few attempts have been made to determine whether or not different kinds of transition programmes exercise uniformly beneficial effects on all kinds of children.

The purpose of this section of the analysis is firstly to document the extent of transfer provision in each of the schools sampled, not only in terms of specific transition arrangements, but equally in terms of the social, cultural and recreational facilities available to pupils throughout their first year at secondary school; and secondly, to estimate the effects of such provision, both in general and in particular, upon pupils' attitudes to transfer.

In the present study all the schools included in the enquiry were asked to provide a commentary on the presence or absence of transfer provision, and also, where appropriate, on the individual elements of such programmes. Table 4.5.1 summarises, by school, the extent of such provision within the four types of secondary school represented in the study. Here it may be noted that in the case of nine of the fifteen types of transfer provision listed, secondary (intermediate) schools provided the most, whereas in the case of six of these types of provision, grammar schools provided the least.

The overall rank order of the frequency with which schools adopted different types of transfer provision suggests that academic and pastoral liaison with their contributory primary schools was a feature of most schools included in the study; that the use of primary school record cards or profiles, reciprocal visits between schools by primary and secondary teachers, and the holding

Table 4.5.1: *Number of schools incorporating different elements of transition programmes, and rank order of total transfer provision*

|  | Grammar (N=10) | Secondary (Intermediate) (N=10) | Bilateral (N=5) | Junior High (N=6) | Total Schools (N=31) | Rank Order of Total Provision |
|---|---|---|---|---|---|---|
| Record cards/profiles | 1 | 5 | 5 | 5 | 16 | 4.0 |
| Reciprocal school visits (teachers) | 2 | 7 | 3 | 3 | 15 | 5.0 |
| Academic liaison | 3 | 9 | 5 | 6 | 23 | 1.0 |
| Pastoral liaison | 2 | 8 | 5 | 6 | 21 | 2.0 |
| Consultations with parents | 4 | 5 | 0 | 1 | 10 | 7.0 |
| Open days | 3 | 7 | 3 | 5 | 18 | 3.0 |
| Information booklets | 2 | 4 | 0 | 0 | 6 | 10.5 |
| Reception/Induction Days | 2 | 1 | 1 | 0 | 4 | 13.5 |
| Attainment testing on entry | 0 | 1 | 0 | 5 | 6 | 10.5 |
| Form teachers for core subjects | 2 | 4 | 1 | 1 | 8 | 8.0 |
| Integrated/Experimental curricula | 1 | 3 | 1 | 0 | 5 | 12.0 |
| Banding/Setting within subjects | 0 | 5 | 0 | 2 | 7 | 9.0 |
| Special provision for slow learners | 0 | 1 | 0 | 1 | 2 | 15.0 |
| Pastoral provision (guidance, counselling) | 5 | 4 | 2 | 1 | 12 | 6.0 |
| Locational amenities | 2 | 2 | 0 | 0 | 4 | 13.5 |

of open days for prospective pupils and their parents were relatively frequent practices in over half the schools represented; that provision of guidance and counselling and consultation with parents were a feature of a third of the schools sampled; that the allocation of the form teacher to core subjects in the first form was typical of approximately one quarter of the schools surveyed; but that curriculum experimentation or integration, subject setting, and special provision for slow learners were practised by only a minority of all the schools included in the enquiry.

Secondary (intermediate) schools were most prominently represented in areas such as liaison between primary and secondary schools, secondary school familiarisation and, to a lesser extent, curriculum experimentation in the first form; grammar schools were best represented in terms of their provision of guidance and counselling for first-form pupils, and least well represented in terms of their liaison with their primary schools; junior high schools were particularly noteworthy in the extent to which they administered intelligence and attainment tests to their first-form intake; bilateral and junior high schools appeared to engage least of all in prior consultation with the parents of incoming pupils, and also provided the least amount of printed information concerning their schools; and, in more general terms, other than in secondary (intermediate) schools, evidence of any form of experimentation with the first-form curriculum, whether by way of integration, subject-setting or core curriculum, was minimal.

Table 4.5.2: *Average number of social activities made available to pupils in their first year at secondary school*

| | Grammar | Secondary (Intermediate) | Bilateral | Junior High |
|---|---|---|---|---|
| Sports Activities | 6.43 | 5.05 | 3.65 | 3.20 |
| Sports Clubs and Societies | 2.01 | 0.72 | 3.86 | 0.41 |
| Cultural Activities | 2.01 | 2.22 | 3.64 | 1.86 |
| Cultural Clubs and Societies | 3.55 | 1.47 | 2.31 | 2.50 |
| Community Activities | 1.00 | 0.51 | 0.65 | 0.57 |
| Average Total Provision | 15.00 | 9.97 | 14.11 | 8.54 |

Table 4.5.2 summarises, by type of school, the average number of social activities available to pupils in their first year at secondary school. Sports activities consisted of those normally made available to pupils as part of the curriculum; sports club and societies were defined more specifically in terms of

extra-curricular pursuits such as mountaineering, cross-country running or cycling particular to small voluntary groups. Cultural activities consisted as previously of those activities generally made available to pupils as part of the school timetable; cultural clubs and societies referred more specifically to interests such as debating, folk-dancing, photography, choral singing and craft particular to small groups. Community activities listed by schools were conducted under such auspices as the Duke of Edinburgh Award Scheme, the Boys' Brigade, the RUC Community Relations Project, the St. Vincent De Paul Society and 'Trocaire'.

As indicated in the Table, grammar schools on average made sports and community activities available in the first-form curriculum more often than other types of school, and also had a greater number of clubs and societies devoted to voluntary cultural activities. Bilateral schools had more clubs devoted specifically to sports activities, but had also incorporated a greater number of cultural activities in the school curriculum. Alternatively, secondary (intermediate) and junior high schools had the least number of sports clubs and societies, secondary (intermediate) schools had the least number of cultural clubs and societies, and junior high schools had incorporated the least number of cultural activities in the curriculum. Community activities were not appreciably apparent in any of the four school types, being most noticeable in grammar schools.

For the purpose of the analysis which follows, the extent of the implementation of individual elements of transition programmes within schools was rated on a three-point scale, and the results were combined under five headings:

1. Primary-Secondary Liaison: use of record cards and profiles, reciprocal visits between teachers in primary and secondary schools, and academic and pastoral liaison between schools;

2. Familiarisation Provision: preparatory meetings with parents, open days for pupils or parents, school information booklets, and induction days specific to first-form pupils;

3. Curriculum Provision: form teacher for core subjects, integrated/experimental curricula, subject setting, and provision for slow learners;

4. Pastoral Provision: academic and personal guidance and counselling;

5. Locational Amenities: home rooms, libraries, centres specific to first-form pupils;

and, in addition, -

6. Social Provision: the total number of activities, whether cultural, recreational or community-orientated, made available to first-form pupils.

To establish the effectiveness of schools' transfer arrangements in predicting pupils' attitudes to transfer, these six elements of transition programmes, together with the extent of pupils' membership of school teams, clubs and societies, were entered into a series of multiple regression equations against each of the seven attitude scales in turn. However, as a highly significant statistical relationship had already been established between school type and pupil attitudes (*cf*. Table 4.4.1), it was decided that attitude 'sets' attributable to particular school types would have to be controlled for in the analysis in order to determine the independent effects of transfer provision on pupils' attitudes, irrespective of the types of school to which they had transferred.

School type was therefore entered first into each regression equation as a set of dummy variables representing grammar, secondary (intermediate), bilateral and junior high schools, and the contribution of school type to each of the attitude scales was estimated. The contribution of the combined effects of school type and all transfer arrangements was then calculated, and the difference between these first and second stages yielded the specific contribution of total transfer provision. Finally, the particular contributions of individual elements of transfer provision were estimated by calculating the significance of the added contribution of each, in turn, of the elements in question to explained attitudinal variation, the contributions of school type and the remaining elements of transfer provision being held constant.

Table 4.5.3 summarises the regression equations for each of the seven attitude scales defined. The results indicate that, in the case of five of the seven scales represented in the enquiry, the type of secondary school to which pupils had transferred explained a greater amount of the variation in pupils' attitudes than did the total transfer provision made available by schools. However, it is also noticeable that total transfer provision contributed more than did school type to explained variation on the two scales Teachers and Teaching at Secondary School and School Anxiety. While school type and transfer provision together accounted for a sizeable 39 per cent of explained variation on the attitude scale Educational Alienation, only a minimal proportion of this was associated with transfer provision. The greater part of the variation in pupils' attitudes on the Educational Alienation scale, as previous analyses have indicated (*cf*. Table 4.4.1), was most directly associated with the type of

Table 4.5.3: *The contribution of schools' transition programmes and first year social provision to explained variation on pupils' attitudes to transfer**

| Regression Models | d.f. | Secondary Primary Preference | Teachers & Teaching at Sec. School | Educational Alienation | Work at Secondary vs Primary School | Familiarity with the New School | The Selection Procedure | School Anxiety |
|---|---|---|---|---|---|---|---|---|
| 1. School type (composite variable) | 3/2818 | 2.06$^{***}$ | 2.82$^{***}$ | 37.96$^{***}$ | 5.78$^{***}$ | 4.20$^{***}$ | 1.63$^{***}$ | 0.57$^{**}$ |
| 2. School type *plus* total transfer provision | 11/2810 | 3.85$^{***}$ | 6.66$^{***}$ | 39.17$^{***}$ | 8.42$^{***}$ | 6.45$^{***}$ | 3.03$^{***}$ | 1.88$^{***}$ |
| 3. Total transfer provision with school type held constant | 8/2810 | 1.83$^{***}$ | 3.78$^{***}$ | 1.21$^{***}$ | 2.64$^{***}$ | 2.25$^{***}$ | 1.40$^{***}$ | 1.31$^{***}$ |
| 4. *Elements of transfer provision (school type and other elements held constant)* | | | | | | | | |
| (a) Primary secondary liaison | 1/2810 | 0.42$^{***}$ | 0.02 | 0.01 | 0.04 | $\underline{0.63}^{***}$ | 0.40$^{**}$ | $\underline{0.32}^{**}$ |
| (b) Secondary school familiarisation | 1/2810 | 0.01 | $\underline{0.18}^{*}$ | 0.00 | 0.18$^{*}$ | 0.12 | 0.07 | 0.00 |
| (c) Curriculum provision | 1/2810 | 0.01 | $\underline{0.57}^{***}$ | 0.57$^{***}$ | $\underline{0.17}^{*}$ | 0.01 | 0.11 | $\underline{0.56}^{***}$ |
| (d) Pastoral provision | 1/2810 | $\underline{0.47}^{***}$ | 0.23$^{***}$ | 0.00 | 0.21$^{†}$ | 0.09 | 0.02 | 0.06 |
| (e) Locational amenities | 1/2810 | $\underline{0.15}^{*}$ | 1.57$^{***}$ | $\underline{0.35}^{***}$ | 1.37$^{***}$ | 0.24$^{**}$ | 0.01 | $\underline{0.40}^{**}$ |
| (f) Social provision | 1/2810 | 0.10 | 0.07 | $\underline{0.11}^{†}$ | 0.02 | $\underline{0.26}^{**}$ | 0.38$^{**}$ | 0.10 |
| (g) Membership of clubs and societies | 1/2810 | 0.02 | 0.09 | 0.15$^{*}$ | 0.01 | 0.14$^{*}$ | 0.07 | $\underline{0.14}^{*}$ |
| (h) Membership of school teams | 1/2810 | 0.01 | 0.10 | 0.18$^{*}$ | 0.01 | 0.11 | 0.03 | $\underline{0.18}^{*}$ |

* RSQ's underlined indicate that simple correlations with relevant attitude scales were negative rather than positive in direction.

secondary school to which pupils had transferred. The results otherwise indicate that, with school type controlled, total provision, whether of transfer initiatives or first year amenities, contributed most significantly to prediction on the scales Teachers and Teaching at Secondary School, Work at Secondary versus Primary School, and Familiarity with the New School.

The contributions of individual elements of transfer and first-year provision to the explanation of variation in pupils' attitudes, interpreted in terms of whether their simple correlations with the seven attitude scales were positive or negative (*cf.* Appendix 4.5.1), indicate that while pastoral provision and special locational amenities in the first year positively predicted favourable attitudes towards Teachers and Teaching at Secondary School, special curriculum provision and the familiarisation strategies adopted by schools were negatively associated with such attitudes.

An identical set of elements contributed most significantly to the prediction of pupils' attitudes towards Work at Secondary versus Primary School, but on this occasion the contributions of pastoral provision, locational amenities and secondary familiarisation were all positive, curriculum provision alone being negatively predictive of pupils' preferences for Work at Secondary School.

Pupils' attitudes towards Familiarity with the New School, a scale which implied both orientation and adaptation, was positively and significantly predicted by special locational amenities and also by the extent of pupil participation in school clubs and societies during their first year at secondary school, but was negatively predicted by the extent of primary-secondary liaison and by first year social provision.

The expressed preferences of pupils for Secondary versus Primary School were positively and significantly predicted by the extent of primary-secondary liaison, but were negatively predicted by first year pastoral provision and by the provision of special locational amenities. However, locational amenities and social provision appeared to lessen the extent of first year pupils' Educational Alienation, both contributing significantly but negatively to explained variation on this attitude scale, whereas curriculum provision and membership of school clubs, societies and teams positively predicted pupils' expressions of alienation.

Favourable pupil attitudes towards the Selection Procedure were most significantly predicted by the extent of primary-secondary liaison, and also by the extent of social provision in pupils' first year at secondary school. As in the case of Educational Alienation, School Anxiety, the last of the seven scales included in the analysis, was negatively associated with the provision of special first year locational amenities. However, in direct contrast with Educational Alienation, special curriculum provision and pupil participation in clubs, societies and school teams were also negatively associated with pupil anxiety as reflected on this scale.

In brief, therefore, while the types of school to which pupils had transferred (and by implication the dispositions of pupils transferring to such schools) accounted for the greater part of explained attitudinal variation on five of the seven scales represented in the study, the transition programmes adopted by schools also bore a significant, if less weighty, relationship with pupils' attitudes to transfer, both generally and in terms of the effects of individual elements of such provision. Pupils' expressed familiarity with their new schools and their attitudes towards schoolwork, teachers and teaching at secondary school were best predicted by the collective aggregate of the transfer procedures adopted by schools (the effects of school type being held constant), and pupils' alienation, anxiety and their attitudes towards the Selection Procedure were least well predicted by total transfer provision.

In terms of the contributions of individual elements of provision to prediction, the results indicated that the availability of special locational amenities such as home-rooms and library facilities to first-form pupils appeared to exert the most consistently significant influence on pupils' attitudes to transfer. Special locational amenities were positively predictive of favourable pupil attitudes towards teachers, teaching and work at secondary school, and were also positively associated with pupils' sense of familiarity with their new schools. Such amenities equally appeared to lessen pupils' anxiety about school and their sense of alienation concerning education in general.

The extent of the liaison between primary and secondary schools also contributed consistently to pupils' attitudes, and appeared to be positively associated with favourable pupil dispositions towards the Selection Procedure, and also their preference for secondary school, while assuaging their general anxiety about school. However, such liaison negatively predicted pupils' familiarity with their new schools, a finding in direct contradiction to conventional expectation. It may be that with increased liaison, a type of 'self-fulfilling prophecy' has been set in motion, in that the more comprehensive the information passed on from school to school, the more inhibited pupils felt as to their capacity to make a fresh start in their new schools. This supposition gains some support from the correlation matrix, (Appendix 4.5.1), where the extent of the academic liaison between primary and secondary schools was the most negatively orientated element under this heading to correlate with pupils' familiarity with their new schools.

Special curriculum provision in the first year, while negatively associated with pupils' anxiety about secondary school, positively predicted pupils' expressions of educational alienation, and was also negatively associated with favourable pupil attitudes towards teachers, teaching and work at secondary school. A possible explanation of these results may be that curriculum provision, as actually implemented in schools, was directed towards less able pupils who were already unfavourably disposed towards school.

The correlational analysis would suggest, here, that separate elements of curriculum provision may relate quite differently to pupils' attitudinal dispositions. Of the four elements included under this heading, only that of curriculum experimentation and integration appeared to lessen pupils' sense of alienation, whereas setting within subjects, having the form teacher for core subjects, and making special provision for slow learners were all positively and significantly related to Educational Alienation. Alternatively, provision for slow learners and having the form teacher for core subjects appeared to lessen pupil anxiety, whereas subject banding and setting and coping with integrated curricula were positively related to pupil anxiety.

The contradictory findings related to pastoral provision (guidance and counselling) might be similarly interpreted. While positive relationships obtained between pastoral provision and pupil attitudes towards teachers, teaching and work at secondary school, negative relationships occurred between such provision and pupils' overall preferences for secondary as opposed to primary school.

The extent of first year social provision, whether cultural, recreational or community-orientated, was positively associated with pupils' attitudes towards selection, and also appeared to lessen pupils' sense of alienation from education, but negatively predicted their sense of familiarity with their new schools. As such activities are manifestly intended to integrate pupils into the main-stream of school life, this latter finding appears to be a puzzling one, more particularly as the actual participation of pupils in school teams, clubs and societies positively predicted such familiarity.

Here the correlational analysis suggests a clear distinction between curricular 'activities', whether cultural or otherwise, and those clubs and societies open to voluntary pupil participation outside the school curriculum. Whereas the number of clubs and societies available to first-form pupils, both sports and cultural, was positively related to pupil familiarity with their new schools, the inclusion of a range of cultural and recreational activities in the curriculum itself was negatively associated with such familiarity.

It might therefore be concluded that while the availability of a wide range of extra-curricular activities to first-form pupils and their voluntary engagement in such activities is consonant with their growing sense of familiarity with their new schools, the mandatory inclusion of such activities in the school timetable may make a new school environment even more daunting to those pupils who are less well equipped to avail of such provision.

The implications of this analysis are therefore threefold: that the particular types of secondary schools to which pupils had transferred were the most effective predictors of pupils' attitudes to transfer, whether adaptive or alienated; that schools' transition programmes and their first year provision made an appreciable, if generally less powerful, difference to pupils' dispositions; but that the effects of individual elements of such programmes varied somewhat in direction, and while generally positive in their influence, may in certain instances have exacerbated the difficulties which they were intended to relieve.

## 4.6 SUMMARY

The analyses described in the first section of this chapter were concerned with the definition and validation of a set of attitude scales specifically designed to assess pupils' dispositions towards their transition to secondary education.

Seven dimensions of attitude were derived from a pilot study of pupils' experience of transfer, namely Secondary - Primary Preference, Teachers and Teaching at Secondary School, Educational Alienation, Work at Secondary versus Primary School, Familiarity with the New School, Selection, and School Anxiety.

All but one of these scales emerged from the preliminary analysis with satisfactory levels of internal consistency. The seventh scale, School Anxiety, was retained in the main investigation because of its discriminant validity in the pilot study.

Analysis of the relationships between pupils' attitudinal dispositions and the types of secondary school which they attended indicated that while secondary (intermediate) school pupils expressed the greatest preference for their secondary as opposed to their primary schools, they were also most alienated in their attitudes towards education in general. Conversely, grammar school pupils expressed the greatest preference for teachers and teaching at secondary school, were most familiar with their new schools, and were least alienated by their educational experiences. However, grammar school pupils were also least favourably disposed towards schoolwork at secondary school as opposed to primary school.

While junior high school pupils, the majority of whom had not entered for the Selection Procedure, were most in favour of selection, they were least familiar with their new schools prior to transfer. The results pertaining to the degree of anxiety experienced by pupils in different types of secondary school were largely non-significant. However, there was some suggestion that such anxiety may have been apparent among pupils attending bilateral and grammar schools.

The second section of the analysis considered the relationship between pupils' biographical characteristics and their attitudes to transfer, irrespective of the types of secondary school in which they were enrolled.

The results indicated that pupils' preference for secondary as opposed to primary school were most characteristic of those who has entered grammar schools as fee payers and those whose parents frequently engaged in conversation with them about matters relating to school. It is noteworthy, also, that girls were more positively disposed in their attitudes to transition than boys, a result which significantly applied to four of the seven attitude scales included in the enquiry.

Positive attitudes towards teachers and teaching at secondary school were most significantly associated with pupils of higher measured intelligence, those who frequently read books, those who aspired to non-manual occupations, and those who frequently discussed matters relating to school with their parents. Less favourable attitudes towards these aspects of their secondary education were expressed by those whose fathers, mothers, brothers or sisters attended secondary (intermediate) schools, those in whose homes special provision for books was not made available, those whose television viewing was relatively unrestricted, those who played for teams outside school, and those who aspired to manual occupations on leaving school.

The biographical correlates of pupils' attitudes on the Educational Alienation scale were the most significant and extensive to emerge from this analysis, and indicated the existence of a polarity of attitudes among the pupils being studied, strongly defined in terms of those whose environmental circumstances and literary and recreational interests were substantially at variance with those customarily associated with success at school. Among those attributes which distinguished most significantly between pupils' responses on this attitude scale were their scores on the verbal reasoning test employed in the enquiry, whether or not they had been selected for grammar schools, whether or not other members of their families had been educated at grammar schools, and whether or not they came from non-manual occupational backgrounds or aspired to such occupations on leaving school.

The characteristics of pupils who indicated a preference for work at secondary as opposed to primary school were not extensive, but suggested that a proportion of the more able pupils may have been unfavourably impressed by this aspect of their transition. Pupils' familiarity with their new schools was positively associated with those whose families had been educated at grammar school and whose parents frequently visited their children's schools, and negatively associated with those whose families had been educated at secondary (intermediate) schools.

Pupils' expressions of anxiety about school were more significantly associated with their biographical characteristics than with the types of secondary school to which they had transferred. Anxiety about school was most apparent among those whose parents exercised the greatest control over their television-viewing and its relationship with homework, and was also most noticeable among those whose parents displayed the greatest concern with their children's progress at school.

The third section of the analysis was devoted to an examination of the extent to which the different types of secondary school had made specific arrangements to facilitate pupils' transition from primary to secondary school, both prior and subsequent to transfer.

The results indicated that secondary (intermediate) schools were best represented in areas such as liaison between primary and secondary schools, the familiarisation of prospective pupils and their parents with their new schools, the allocation of form teachers to pupils for core subjects, and curriculum experimentation in the first form. Grammar schools were best represented in terms of their provision of guidance and counselling for first-form pupils, and least well represented in terms of their liaison with their primary schools. Junior high schools were particularly noteworthy in the extent to which they administered intelligence and attainment tests to their first-form intake. Both bilateral and junior high schools appeared to engage least of all in prior consultation with the parents of incoming pupils, and also provided the least amount of printed information concerning their schools. In more general terms, other than in secondary (intermediate) school, evidence of any form of experimentation with the first-form curriculum, whether by way of integration, subject-setting or core curricula, was minimal.

The analysis of the number of social, cultural and recreational activities specifically made available to pupils in their first year at secondary school indicated that grammar school pupils, on average, had the widest choice of such activities, followed, in order of diminished provision, by pupils attending bilateral, secondary (intermediate) and junior high schools.

The fourth and final section of the analysis estimated the effectiveness of the transition programmes adopted by schools in predicting pupils' attitudes to transfer.

The results indicated that, irrespective of transition arrangements, the types of secondary school to which pupils had transferred (and by implication, the dispositions of pupils transferring to such schools) were the most powerful determinants of pupils' attitudes towards transfer on five of the seven scales predicted, and that this applied particularly to pupils who were alienated in their attitudes towards education. However, with the effects of school types controlled, the analysis further indicated that elements of schools' transition programmes, whether individually or in combination, were significantly and meaningfully associated with pupils' attitudes to transfer. For example, the extent of liaison between primary and secondary schools was a significant predictor of pupils' preference for secondary school, and also contributed towards the lessening of pupils' anxiety about school. However, the results also indicated that other initiatives, particularly in the area of curriculum experimentation, were associated with unsympathetic pupil attitudes towards their secondary schools, and it was concluded that such initiatives may have unwittingly contributed to the difficulties which they were intended to resolve.

# CHAPTER 5: PUPILS' NARRATIVE ACCOUNTS OF TRANSFER

## 5.1 INTRODUCTION

The foregoing chapter has provided a description of the reactions of pupils from differing socio-economic backgrounds and from different types of secondary school to a series of attitude statements which the pilot study had shown to be of most relevance to transfer. However, these analyses were not concerned to describe the problems actually encountered by pupils during transition, or the extent to which such problems persisted throughout the first year at secondary school.

Previous studies in this area have not been conclusive in their findings. In the course of the Nisbet and Entwistle (1966, 1969) study, the essays of 552 Aberdeen schoolchildren describing their first day at secondary school were analysed by Murdoch (1966) to assess pupils' perceptions of transfer. While this analysis was based upon the general and impressionistic assessments of a number of raters, it was concluded that 57 per cent of the boys and 64 per cent of the girls had experienced identifiable problems in adjustment. However, after six weeks or more in secondary school, 80 per cent of the sample preferred their present school to primary school.

The City of Birmingham Report *Continuity in Education* (1975) found that 89 per cent of the pupils included in their enquiry indicated that they had enjoyed their first year at secondary school. Youngman and Lunzer (1977), in their study *Adjustment to Secondary Schooling*, concluded that 70 per cent of the pupils sampled in their investigation expressed a preference for their new secondary schools at the end of the first term, though they also observed that 'approximately 10 per cent do find transfer, or more correctly the secondary school, a distressing experience', and that 'this is a feeling which persists for at least two terms'.

In a paper on the problems of transfer prepared by the Northern Ireland Inspectorate for discussion at the 1972 meeting of the Standing Conference for Secondary Education, it was stated that 'there is no lack of evidence that a significant number of boys and girls do find it difficult to adjust quickly to their new environment, at any rate in the large urban schools....it would therefore be prudent to assume that any boy or girl may be at risk, and to devise measures for easing transition which will protect all those potentially at risk'. However, in a more recent Report by a Chief Inspector of the Northern Ireland Department of Education entitled *Liaison between Primary and Secondary Schools* (Hedley 1977), it was stated that 'there is no doubt that a considerable number of children look forward eagerly to secondary school, and take most of the initial problems in their stride. The evidence available suggests also that the number of children to suffer lasting ill-effects from transfer is very small'.

In the present enquiry it was felt that a structured attitude inventory, though based upon the opinions of their peers, may not have allowed pupils sufficient flexibility to spontaneously express their views on the nature of their transition to secondary school, or to specify in detail the problems which they encountered. Accordingly, first form teachers were requested to set aside some time in the three-month period intervening between both test sessions in which pupils might write an account of their transfer and first year experiences. Some very general headings were suggested to pupils as guidelines, such as 'How I felt about coming here' and 'Things I like and dislike about secondary school'. However, teachers were requested to confine their supervision of what was actually written by pupils to ensuring that each pupil wrote his name clearly on his script, and it was indicated that no suggestion of accountability should apply.

The second source of information on pupils' reactions to transfer obtained in this study therefore consisted of a codified content analysis* of pupils' narrative accounts of their experience of transfer and of the difficulties which they encountered as expressed in an essay entitled 'My First Year at Secondary School'. The essays completed were collected by research staff from individual pupils during the second phase of the test programme, and in all 2640 pupils, or 87 per cent of the total sampled, submitted scripts on this topic.

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* The assistance of Mrs. Maureen Nolan and of her tutor Dr. J. M. Bill of the Department of Education, Queen's University, Belfast, in the development of this coding frame and in providing the raw data upon which the analyses in this chapter are based, and the permission of Professor H. M. Knox in agreeing to release this information prior to its submission in thesis form are here acknowledged.

## 5.2 PROCEDURE

Kaplan and Goldsen (1949) have defined content analysis as 'a quantitative classification of a given body of content in terms of a system of categories devised to yield data relevant to specific hypotheses concerning that content'.

In the present study a 72-item coding frame was devised to provide both a quantitative account of the occurrence of particular topics in pupils' essays and a qualitative assessment of the judgments made on these topics. This coding frame, which is included in Appendix 5.2.1, was developed in consultation with a postgraduate research student at the Department of Education of the Queen's University of Belfast.

As the unstructured expression of pupils' views was considered to be essential to the investigation, no categories were included *a priori* in the coding frame. Instead an exhaustive examination of a sample of scripts was followed by a tabulation of themes from which general principles of classification emerged. These were found to refer in the main to retrospective opinions on pupils' primary education, their views on the 11+, their sources of information about transfer, their separation from their friends, their anticipations of the new school, and their opinions on the teachers, pupils, curriculum, organisation and discipline of secondary school.

Following consultation and modification a set of 50 essays was analysed, using the final version of the coding frame, by three raters working consecutively. The results of this reliability trial for the global ratings at the end of each section of the coding frame are presented in Table 5.2.1.

Table 5.2.1: *Inter-rater reliability: coding frame for content analysis.*

| Topics Evaluated (4-point scale) | Percentage Agreement Raters 1/2 | Raters 1/3 |
|---|---|---|
| Primary Teachers | 80 | 78 |
| Primary School | 54 | 78 |
| Primary Homework | 90 | 94 |
| Eleven Plus | 72 | 84 |
| Anxiety concerning 11+ | 84 | 78 |
| Anticipation of Secondary School | 70 | 82 |
| Secondary Teachers | 82 | 74 |
| Bullying | 84 | 90 |
| Secondary Pupils | 74 | 90 |
| Secondary Discipline | 92 | 100 |
| Secondary Homework | 88 | 92 |
| Secondary Curriculum | 58 | 72 |

Here it may be seen that the percentages of agreement separately established between the principal rater and the two independent raters were satisfactory for most of the categories observed. The sub-sample of 495 scripts upon which the main analyses were based was systematically selected, within classes and school types, from the total sample of 2640 essays submitted.

## 5.3 ANALYSIS

The first section of the analysis describes the percentages of pupils who referred to specific topics relating to transfer or to their experience of primary and secondary education in their essays. The information is presented both in terms of the total percentages of pupils who mentioned such topics (M), and also the percentages of pupils who evaluated such topics positively (+) and negatively (-) in their essays.

Essay topics which referred to similar or related areas of pupils' experience are tabulated separately, and the analysis is conducted throughout with regard to similarities and differences in the topic evaluations of pupils who had transferred to grammar, secondary (intermediate), bilateral and junior high schools.

The second section of the analysis examines the product-moment correlations between pupils' views on transfer, as indicated on the Attitudes to Transfer Inventory, and pupils' narrative accounts of their experience of transition, as revealed in the content analysis of their essays. The purpose of this analysis is to illustrate those topics which were of most concern to pupils who expressed differing attitudinal assessments of their inital experience of secondary school.

## 5.4 CONTENT ANALYSIS OF PUPILS' ESSAYS

The results in this section are presented firstly in terms of the order of frequency with which certain topics occurred in pupils' essays. Table 5.4.1 presents the rank order of the 20 topics most frequently mentioned by the combined total of 495* pupils, and also by those within the four types of secondary school. Other than those topics in regard to which the items in the coding frame made specific reference to pupils' value dispositions, essay topics are presented in this preliminary analysis in terms of their frequency of occurrence only.

With only minor differences in the order of frequency, pupils in all types of school referred most often to the regulations and discipline of secondary school (rules governing dress and conduct within the school), the organisation of the timetable (the time allocated to different subject-areas and movement between classes), the school day (its overall duration and the length of the breaks), and the nature of the homework expected. Equally prominent were retrospective references to the limitations or variety of the curriculum at primary school.

While general anxiety about the Selection Procedure was particularly obvious in the essays of grammar and secondary (intermediate) school pupils, it was not so frequently referred to in the essays of pupils from bilateral schools, and did not feature at all in the rank order of topics mentioned by junior high school pupils who were not obliged to enter for the 11+. Nonetheless, various arguments against the Procedure were present in comparable degree in the essays of pupils from all types of school.

In describing particular aspects of the information which they had acquired about their new schools prior to transfer, pupils in all types of secondary school most frequently stated that they had heard about the pupils, and, with the exception of those in secondary (intermediate) schools, about the teachers. However, pupils in grammar schools also frequently referred to other, more diverse aspects of the information they had obtained about their new schools.

In terms of their present experience of secondary schools, pupils in all except bilateral schools evaluated their new teachers most frequently with

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* While the sub-sample of 495 pupils upon which this analysis is based consisted of a composite of pupils who were systematically selected in proportion to their representation, by school type, in the total sample, no weighting procedures were employed to allow for their combined representation, by school type, in the total population.

Table 5.4.1: *Percentage pupils referring to specific topics in their essays, and the rank order of such references: total sub-sample and school types.*

| Topic | Total (N=495) | | Grammar (N=173) | | Secondary Inter. (N=140) | | Bilateral (N=63) | | Junior High (N=119) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | %M | Rank Order | %M | Rank Order | %M | Rank Order | %M | Rank Order | %M | Rank Order |
| Regulations and discipline (SS) | 37.4 | 1.0 | 48.0 | 1.0 | 27.9 | 1.5 | 31.2 | 3.0 | 37.1 | 3.0 |
| Timetable pacing (SS) | 37.2 | 2.0 | 40.5 | 3.5 | 27.9 | 1.5 | 41.6 | 1.0 | 41.0 | 2.0 |
| Curriculum (PS) | 37.1 | 3.0 | 40.5 | 3.5 | 22.9 | 4.0 | 28.6 | 4.0 | 31.4 | 4.0 |
| Length of school day and breaks (SS) | 27.7 | 4.0 | 35.3 | 5.0 | 15.0 | 10.0 | 33.8 | 2.0 | 27.6 | 5.0 |
| General anxiety re 11+ | 27.3 | 5.0 | 45.7 | 2.0 | 24.3 | 3.0 | 16.9 | 11.5 | | |
| Views on homework (SS) | 25.9 | 6.0 | 30.6 | 6.0 | 20.0 | 5.5 | 27.3 | 5.0 | 24.8 | 7.0 |
| Heard about pupils (SS) | 21.4 | 7.0 | 20.8 | 11.5 | 16.4 | 7.0 | 24.7 | 6.0 | 26.7 | 6.0 |
| Staying with one teacher (PS) | 20.0 | 8.0 | 19.1 | 16.5 | 20.0 | 5.5 | 22.1 | 7.0 | 20.0 | 10.0 |
| Heard about teachers (SS) | 16.6 | 9.0 | 20.2 | 13.0 | | | 15.6 | 14.0 | 20.0 | 10.0 |
| Approachability of teachers (SS) | 16.4 | 10.0 | 19.7 | 14.5 | 12.9 | 12.5 | | | 20.0 | 10.0 |
| Other arguments against 11+ | 15.2 | 11.0 | 19.7 | 14.5 | 16.7 | 18.5 | 15.6 | 14.0 | 13.3 | 17.0 |
| Friendliness of pupils (PS) | 14.7 | 12.5 | 22.5 | 9.5 | 14.3 | 11.0 | | | | |
| Scope of curriculum (SS) | 14.7 | 12.5 | 19.1 | 16.5 | 10.7 | | 16.9 | 11.5 | 11.4 | 20.0 |
| Variety of teachers (SS) | 13.9 | 14.0 | | | 15.7 | 8.5 | 19.5 | 8.5 | 13.3 | 17.0 |
| Friendliness of pupils (SS) | 13.7 | 15.0 | | | | | 19.5 | 8.5 | | |
| Type of punishment (SS) | 13.5 | 16.0 | | | 15.7 | 8.5 | 18.2 | 10.0 | 16.2 | 12.5 |
| Approachability of teachers (PS) | 13.1 | 17.0 | 17.9 | 19.0 | | | | | 16.2 | 12.5 |
| Control of teachers (PS) | 12.9 | 19.0 | | | 12.1 | 14.0 | | | 13.3 | 17.0 |
| Homework (PS) | 12.5 | 19.0 | | | 10.7 | 18.5 | 14.3 | 16.5 | | |
| Heard about other aspects (unspecified) | 12.9 | 19.0 | 20.8 | 11.5 | | | | | | |
| Passed 11+ | | | 28.9 | 7.0 | | | | | | |
| Unfairness of 11+ | | | 23.7 | 8.0 | | | 14.3 | 16.5 | | |
| Discipline in primary school | | | 22.5 | 9.5 | | | | | | |
| Pace of work (PS) | | | 17.9 | 19.0 | | | | | | |
| Glad passed 11+ | | | 17.9 | 19.0 | | | | | | |
| Control of teachers (SS) | | | | | 12.9 | 12.5 | | | 15.2 | 14.5 |
| Failed 11+ | | | | | 11.4 | 15.0 | | | | |
| Choice of subjects (SS) | | | | | 10.7 | 18.5 | | | | |
| Got to preferred school | | | | | 10.7 | 18.5 | 13.0 | 19.0 | | |
| Feelings of displacement (SS) | | | | | | | 15.6 | 14.0 | | |
| School facilities and equipment (SS) | | | | | | | 13.0 | 19.0 | | |
| Physical organisation (SS) | | | | | | | 13.0 | 19.0 | | |
| Did not enter for 11+ | | | | | | | | | 47.6 | 1.0 |
| Heard about secondary school (sources unspecified) | | | | | | | | | 11.4 | 20.0 |
| Bullying/initiation ceremonies (SS) | | | | | | | | | 11.4 | 20.0 |
| Views on school dinners (SS) | | | | | | | | | 15.2 | 14.5 |
| Views on testing, classifying and streaming (SS) | | | | | | | | | 21.9 | 8.0 |

reference to their 'approachability, warmth and personal interest', and these characteristics were specifically contrasted with similar traits in their former primary school teachers by pupils in grammar and junior high schools. Having only one class teacher at primary school was also a common topic in pupils' essays, but one perhaps of less immediate concern to grammar school pupils, who alone of all the pupils represented did not frequently contrast it with the variety of teachers which they experienced at secondary school.

While pupils in grammar and secondary (intermediate) schools frequently referred to the pupils at primary school in terms of their friendliness or otherwise, such references were noticeably infrequent in their references to their peers at secondary school. By contrast, pupils in bilateral schools did not refer specifically to the friendliness of their peers at primary school, but quite frequently mentioned their secondary school friends in this way. However, junior high school pupils most often referred to their peers in terms of the bullying and harsh initiation ceremonies which would appear to have been a feature of their reports of their initial experience of secondary school.

As in the case of their references to the scope of the primary school curriculum, pupils in all types of school frequently referred to the narrowness or breadth of the curriculum at secondary school. The types of punishment and control exerted by teachers and the extent of homework at secondary school were of particular concern to pupils in all schools other than grammar schools. Secondary (intermediate) and bilateral school pupils made specific reference to the amount of homework given at primary school in comparison with that given at secondary school, and the pupils in junior high schools frequently mentioned the types of punishment and control at secondary school by contrast with those obtaining at primary school.

Topics which were not expressed in comparable frequency by all pupils, but which were of singular interest to particular school types were grammar school pupils' reference to their selected status, their views on the unfairness of the 11+, and their recollections of the discipline and pace of work at primary school. Secondary (intermediate) school pupils referred particularly to their non-selected status, the types of control exercised by their secondary teachers, the choice of subjects, and whether or not they got to their preferred secondary school. Bilateral school pupils specifically referred to feelings of dislocation and disorientation, the physical organisation of their schools, and school facilities and equipment. Topics of singular concern to junior high school pupils were their references to the fact that they did not enter for the Selection Procedure, their opinions on testing, classifying and streaming within their schools, their reactions to bullying and initiation ceremonies, and their opinions about school dinners.

These, then, are the topics which were of most concern to pupils entering secondary school, as indicated in their narrative accounts of this experience. How these topics were actually evaluated by pupils in the different types of secondary school is the concern of the analyses which follow.

Table 5.4.2 illustrates those aspects of their primary school experience to which pupils referred in their essays. This information is presented in terms of the percentages of pupils who mentioned certain topics (M), and whether their evaluations of these topics were negative (-) or positive (+). Statements which were intermediate, neutral or whose evaluative bias was not ascertainable are included in the totals only. It is clear from the evidence that while pupils' references to the primary school curriculum ranked foremost in frequency, their evaluation of its breadth and variety varied somewhat between schools. Pupils in general were fairly evenly divided on this issue, those attending grammar and bilateral schools being relatively favourably disposed towards the primary school curriculum, those at secondary (intermediate) and, in particular, junior high schools registering strong disapproval.

In terms of their retrospective evaluations of their teachers, pupils in all types of secondary school regarded their primary teachers as being approachable, warm and interested, and this was particularly so in the case of grammar school pupils. However, their views on their primary teachers' efficiency were somewhat more ambivalent, grammar and bilateral school pupils tending to approve, the opinions of secondary (intermediate) and junior high school pupils being inconclusive. Pupils in all types of school except those in bilateral schools who made reference to this topic tended to disapprove of the strictness of control of their primary school teachers, and pupils in general disliked having had one teacher for all subjects.

Pupils' references to their primary school peers, irrespective of type of secondary school, were invariably positive. They regarded themselves as having had more friends at primary school, and such comments were particularly noticeable in the essays of grammar and secondary (intermediate) school pupils. Moreover, while references to their former status as being the senior pupils in primary school were relatively infrequent, they were predominantly positive in direction, and this was particularly apparent in the case of pupils at grammar school.

Where pupils referred to the discipline, atmosphere and pace of work at

Table 5.4.2: *Percentage of pupils referring to topics relating to primary school and the nature of such references: total sub-sample and school types*

| Topic | Total Sample (N=495) | | | Grammar (N=173) | | | Secondary Inter. (N=140) | | | Bilateral (N=63) | | | Junior High (N=119) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | - | + | M | - | + | M | - | + | M | - | + | M | - | + |
| Teacher approachability | 13.1 | 1.6 | 11.1 | 17.9 | 0.6 | 17.3 | 5.7 | 0.0 | 5.0 | 11.7 | 3.9 | 7.8 | 16.2 | 3.8 | 11.4 |
| Teacher efficiency | 7.7 | 1.4 | 5.9 | 11.6 | 0.6 | 11.0 | 5.7 | 2.1 | 2.9 | 2.6 | 0.0 | 2.6 | 7.6 | 3.8 | 3.8 |
| Teacher control | 12.9 | 6.5 | 4.0 | 13.9 | 5.8 | 4.0 | 12.1 | 7.1 | 3.6 | 11.7 | 3.9 | 5.2 | 13.3 | 8.6 | 3.8 |
| Pupil friendliness | 14.7 | 0.4 | 13.3 | 22.5 | 0.6 | 21.4 | 14.3 | 0.0 | 13.6 | 9.1 | 1.3 | 6.5 | 6.7 | 0.0 | 4.8 |
| Former status | 3.4 | 0.2 | 2.8 | 5.8 | 0.6 | 5.2 | 1.4 | 0.0 | 0.7 | 1.3 | 0.0 | 1.3 | 3.8 | 0.0 | 2.9 |
| One teacher only | 20.0 | 13.1 | 3.4 | 19.1 | 11.0 | 5.2 | 20.0 | 15.0 | 2.1 | 22.1 | 14.3 | 2.6 | 20.0 | 13.3 | 3.8 |
| School discipline | 12.3 | 2.8 | 8.7 | 22.5 | 5.8 | 16.2 | 7.1 | 1.4 | 4.3 | 7.8 | 2.6 | 3.9 | 5.7 | 0.0 | 5.7 |
| School atmosphere | 7.1 | 0.0 | 7.1 | 15.6 | 0.0 | 15.6 | 2.1 | 0.0 | 2.1 | 1.3 | 0.0 | 1.3 | 3.8 | 0.0 | 3.8 |
| Pace of work | 11.5 | 1.8 | 7.3 | 17.9 | 2.9 | 11.0 | 7.9 | 1.4 | 5.0 | 7.8 | 0.0 | 5.2 | 8.6 | 1.9 | 5.7 |
| Amount of homework | 12.9 | 2.4 | 9.3 | 16.8 | 1.2 | 12.7 | 10.7 | 5.0 | 5.7 | 14.3 | 1.3 | 11.7 | 8.6 | 1.9 | 6.7 |
| Curriculum | 31.7 | 13.7 | 12.3 | 40.5 | 13.9 | 18.5 | 22.9 | 11.4 | 7.9 | 28.6 | 9.1 | 11.7 | 31.4 | 20.0 | 8.6 |

Table 5.4.3: *Percentage of pupils referring to the Selection Procedure, their general anxiety about the Procedure, and their success in getting to the schools of their choice.*

| References to Selection Procedure | Total (N=495) | Grammar (N=173) | Secondary (Intermediate) (N=140) | Bilateral (N=63) | Junior High (N=49) |
|---|---|---|---|---|---|
| Failed 11+ | 8.7 | 7.5 | 11.4 | 10.4 | 5.7 |
| Passed 11+ | 12.5 | 28.9 | 5.0 | 3.9 | 1.9 |
| Didn't sit 11+ | 12.5 | 0.6 | 5.7 | 3.9 | 47.6 |
| Anxious about 11+ | 7.3 | 13.3 | 1.4 | 9.1 | 3.8 |
| Unfairness of 11+ | 12.7 | 23.7 | 5.7 | 14.3 | 2.9 |
| Felt stupid on failing 11+ | 1.8 | 1.7 | 1.4 | 1.3 | 2.9 |
| Other arguments against 11+ | 15.2 | 19.7 | 10.7 | 15.6 | 13.3 |
| 11+ picks the brightest | 2.4 | 6.4 | 0.0 | 0.0 | 1.0 |
| 11+ gets you into a good class | 1.6 | 1.2 | 1.4 | 1.3 | 2.9 |
| Other arguments for the 11+ | 1.2 | 1.7 | 1.4 | 0.0 | 1.0 |
| Didn't care about 11+ | 2.0 | 1.7 | 3.6 | 1.3 | 1,0 |
| Glad passed the 11+ | 6.7 | 17.9 | 0.0 | 1.3 | 1.0 |
| Disappointed failed the 11+ | 2.0 | 2.3 | 2.1 | 2.6 | 1.0 |

| Choice of Secondary School | Total |  |  | Grammar |  |  | Secondary (Intermediate) |  |  | Bilateral |  |  | Junior High |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | M | Yes | No | M | Yes | No | M | Yes | No | M | Yes | No | M | Yes | No |
| General anxiety about the 11+ | 27.3 | 18.8 | 5.5 | 45.7 | 28.9 | 9.8 | 24.3 | 20.0 | 3.6 | 16.9 | 11.7 | 2.6 | 8.6 | 5.7 | 2.9 |
| Got to preferred school | 11.5 | 9.3 | 2.2 | 15.6 | 13.3 | 2.3 | 10.7 | 8.6 | 2.1 | 13.0 | 10.4 | 2.6 | 4.8 | 2.9 | 1.9 |

their primary schools, their assessments were also quite favourable. In fact no negative evaluations of the ethos or atmosphere of primary schools were noted in any of the essays analysed. A similar trend characterised pupils' assessments of the amount of homework given at primary school, with the possible exception of pupils at secondary (intermediate) schools who were rather more evenly divided in their opinions.

Table 5.4.3 summarises the frequency of pupils' expressed opinions on the Selection Procedure, their general anxiety (whether in anticipation of, during, or subsequent to the test session), and whether or not they got to the school of their choice. As the value dispositions of pupils towards the Procedure were explicitly accounted for in the items of the coding frame, pupils' opinions are presented here in terms of their frequency of occurrence only.

The general reaction to the Procedure among those who expressed opinions concerning it in their essays was negative rather than positive. Leaving aside situational comments as to whether they did or did not enter for the 11+, the percentages of pupils who advanced arguments against the Procedure or expressed anxiety, apathy or disappointment about selection were considerably in excess of those who favoured it.

While grammar school pupils most frequently mentioned passing the Selection Procedure, and also expressed gladness at being selected, they also considered it unfair, were most prolific in their arguments against it, and expressed greatest anxiety concerning it. Alternatively, secondary (intermediate) school pupils most frequently mentioned failing the Procedure, expressed greater apathy concerning it, but also considered it unfair and advanced few arguments in its favour. The opinions expressed by bilateral school pupils were similar to those expressed by pupils from grammar schools in terms of their comments on both the unfairness and the amount of anxiety incurred by selection. While the views of junior high school pupils reflected the fact that the vast majority had not been obliged to enter for the Procedure, they were equally pronounced in their lack of enthusiasm for it.

In terms of their general anxiety about selection, whether by way of comments on their feelings before, during or after the test sessions, pupils in grammar schools most often referred to their nervousness or apprehension concerning selection, followed in order of frequency by pupils from secondary (intermediate), bilateral and junior high schools. In all cases, but particularly in secondary (intermediate) and bilateral schools, the references to anxiety as a proportion of the total number of times it was mentioned affirmed that a majority of pupils (69%) did experience anxiety in connection with the Procedure.

Table 5.4.3 also indicates, quite independently of how pupils felt about selection, whether or not they got to their preferred schools. While the frequency with which pupils referred to their choice of school was not high, the evidence would suggest that, with the possible exception of junior high school pupils, those in all other types of secondary school were relatively contented with the schools to which they were sent, an average of 80 per cent of the pupils who expressed opinions on the matter indicating satisfaction with their choice of school.

Table 5.4.4 summarises the frequency with which pupils mentioned their main sources of information about secondary school, and also whether this information was positive or negative in orientation. The evidence indicates that while pupils' primary sources of information were often unspecified in their essays, they had heard about secondary school most often from friends or peers, and least often from the teachers in their primary schools. It is noticeable, also, that primary teachers received no mention whatsoever as sources of information about secondary school by pupils in either grammar, secondary (intermediate) or junior high schools, and that they ranked among the sources of information least mentioned by pupils attending bilateral schools.

On balance, pupils entering grammar schools appeared to be better informed about their prospective schools than others, and received their information with comparable frequency from their peers, their friends or visits to their new schools. However, familiarisation by way of visits to secondary schools received little mention by pupils attending other types of school. Their main sources of information were either their peers, their siblings or relatives.

The content of the information thus mentioned was largely negative in bias, whether it was proffered in regard to the teachers, the pupils, or schoolwork at secondary school, and this negative bias was most strongly and consistently evident in the information conveyed to pupils attending junior high schools. The only aspect of their secondary education to be positively presented to pupils prior to arrival was, by their own reports, the curriculum at secondary school. Favourable reports on the scope and variety of the secondary curriculum were conveyed to pupils entering all but junior high schools.

Table 5.4.5 describes the nature and frequency of pupils' references to their friends at primary school, their relationship with their peers during transition, and their current assessment of pupils at secondary school.

The evidence from the total sample would suggest that, of the pupils who mentioned this topic, the majority regretted being separated from their primary friends, and also regretted the change of status from being the senior pupils

Table 5.4.4: *Percentage of pupils referring to their main sources of information about secondary school, and the subject and bias of this information.*

| Source of Information | Total Sample (N=495) | Grammar (N=173) | Secondary (Intermediate) (N=140) | Bilateral (N=63) | Junior High (N=119) |
|---|---|---|---|---|---|
| From: | | | | | |
| Primary Teachers | 0.2 | 0.0 | 0.0 | 1.3 | 0.0 |
| Visits to Secondary Schools | 3.8 | 10.4 | 0.0 | 0.0 | 1.0 |
| Siblings or Relatives | 4.6 | 8.1 | 4.3 | 2.6 | 1.0 |
| Friends or Peers | 7.1 | 12.7 | 3.6 | 6.5 | 2.9 |
| Other Sources | 8.9 | 7.5 | 9.3 | 7.8 | 11.4 |

| Referent of Information | Total Sample (N=495) | | | Grammar (N=173) | | | Secondary (Intermediate) (N=140) | | | Bilateral (N=63) | | | Junior High (N=119) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | - | + | M | - | + | M | - | + | M | - | + | M | - | + |
| About: | | | | | | | | | | | | | | | |
| Teachers | 16.6 | 9.1 | 3.0 | 20.2 | 7.5 | 5.2 | 10.0 | 5.7 | 1.4 | 15.6 | 10.4 | 2.6 | 20.0 | 15.2 | 1.9 |
| Pupils | 21.4 | 10.6 | 3.0 | 20.8 | 13.3 | 2.3 | 16.4 | 11.4 | 3.6 | 24.7 | 19.5 | 5.2 | 26.7 | 21.9 | 1.9 |
| Curriculum | 6.5 | 2.0 | 4.0 | 11.0 | 2.9 | 6.9 | 3.6 | 0.0 | 3.6 | 1.3 | 0.0 | 1.3 | 6.7 | 4.8 | 1.9 |
| Schoolwork | 7.1 | 6.1 | 0.6 | 11.0 | 9.8 | 0.6 | 5.0 | 4.3 | 0.7 | 3.9 | 2.6 | 1.3 | 5.7 | 4.8 | 0.0 |
| Other Aspects | 12.9 | 5.1 | 5.5 | 20.8 | 7.5 | 8.1 | 10.0 | 2.9 | 6.4 | 6.5 | 3.9 | 2.6 | 8.6 | 4.8 | 1.9 |

**Table 5.4.5:** *Percentage of pupils referring to their primary and secondary peers and the nature of such references: total sub-sample and school types*

| Topic | Total Sample (N=495) | | | Grammar (N=173) | | | Secondary Inter. (N=140) | | | Bilateral (N=63) | | | Junior High (N=119) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | - | + | M | - | + | M | - | + | M | - | + | M | - | + |
| Separation from primary school friends | 8.9 | 5.3 | 0.6 | 11.0 | 4.6 | 1.2 | 7.9 | 5.7 | 0.0 | 5.2 | 2.6 | 0.0 | 9.5 | 7.6 | 1.0 |
| Status change from primary school | 5.5 | 3.0 | 1.2 | 5.8 | 8.5 | 0.6 | 2.1 | 0.0 | 0.7 | 5.2 | 8.9 | 1.3 | 9.5 | 5.7 | 2.9 |
| Bullying, initiation ceremonies | 9.5 | 8.3 | 1.0 | 7.5 | 5.8 | 1.2 | 10.0 | 9.3 | 0.7 | 10.4 | 7.8 | 2.6 | 11.4 | 11.4 | 0.0 |
| Friendliness of secondary pupils | 13.7 | 1.2 | 12.1 | 17.3 | 2.9 | 14.5 | 10.0 | 0.7 | 8.6 | 19.5 | 0.0 | 19.5 | 8.6 | 0.0 | 7.6 |
| Behaviour of secondary pupils | 5.7 | 4.0 | 0.2 | 2.9 | 1.2 | 0.0 | 6.4 | 4.3 | 0.0 | 5.2 | 2.6 | 1.3 | 9.5 | 9.5 | 0.0 |

**Table 5.4.6:** *Percentage of pupils referring to their secondary teachers and the nature of such references: total sub-sample and school types*

| Topic | Total Sample (N=495) | | | Grammar (N=173) | | | Secondary Inter. (N=140) | | | Bilateral (N=63) | | | Junior High (N=119) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | - | + | M | - | + | M | - | + | M | - | + | M | - | + |
| Teacher approachability | 16.4 | 4.0 | 10.7 | 19.7 | 6.4 | 10.4 | 12.9 | 2.1 | 8.6 | 10.4 | 2.6 | 7.8 | 20.0 | 3.8 | 16.2 |
| Teacher efficiency | 4.8 | 1.2 | 2.6 | 5.8 | 1.2 | 2.9 | 5.0 | 1.4 | 2.1 | 3.9 | 1.3 | 2.6 | 3.8 | 1.0 | 2.9 |
| Teacher control | 11.9 | 9.1 | 0.2 | 11.6 | 7.5 | 0.6 | 12.9 | 10.7 | 0.0 | 6.5 | 5.2 | 0.0 | 15.2 | 12.4 | 0.0 |
| Teacher fairness | 5.9 | 4.6 | 0.2 | 6.4 | 4.6 | 0.0 | 6.4 | 5.7 | 0.0 | 5.2 | 3.9 | 1.3 | 4.8 | 3.8 | 0.0 |
| Teacher variety | 13.9 | 2.0 | 10.9 | 10.4 | 1.2 | 8.7 | 15.7 | 2.9 | 12.9 | 19.5 | 1.3 | 15.6 | 13.3 | 2.9 | 8.6 |

at primary school to being the juniors again at secondary school. While generally regarding secondary school pupils as being friendly rather than unapproachable, they viewed their behaviour with misgivings, and strongly resented the bullying and initiation ceremonies to which they were subjected on entering secondary school. This was the trend of evidence in all of the schools sampled, but was particularly noticeable in the essays of junior high school pupils. Here pupils most vehemently disliked being separated from their primary school friends and were unequivocal in their condemnation of bullying and initiation ceremonies and of the general misbehaviour of their fellows at secondary school.

Table 5.4.6 illustrates the ways in which pupils assessed their secondary school teachers, and the relative frequency of such assessments in the different types of secondary school. As previously, the profile of approval and disapproval was consistent both overall and within the four school types. Whereas the majority of those who referred to the topic regarded their secondary school teachers as being approachable and efficient, and generally approved of a variety of teachers for different subjects, they also regarded their secondary teachers as rather strict and unfair. The number of pupils who voiced opinions on these issues was generally comparable across schools, and of these pupils only an insignificant proportion or none at all regarded their teachers as either tolerant or fair.

Table 5.4.7 refers to pupils' reactions to the academic organisation, regulations and discipline of secondary school. References to general school discipline were relatively strongly represented in pupils' essays, and were markedly unfavourable in all types of secondary school. Statements as to the types of punishment employed by schools were somewhat less frequent, but were also strongly critical, particularly in the essays of pupils attending junior high, bilateral and secondary (intermediate) schools. While the scope of the secondary school curriculum, its novelty and variety were approved of by all pupils, especially those attending grammar and bilateral schools, the restrictions on pupils' freedom to choose between subjects were universally condemned by all who made reference to the topic.

However, opinions on the organisation of the timetable (the amount of time allocated to each subject and the amount of physical movement between classes) were rather more evenly divided, as were the views of pupils on the level and pace of work at secondary school. Secondary (intermediate) school pupils, who made least reference to either topic in their essays, expressed no firm view on either the organisation of the timetable or the pace and level of work, whereas

**Table 5.4.7:** *Percentage of pupils referring to the academic organisation and discipline of secondary school and the nature of such references: total sub-sample and school types*

| Topic | Total Sample (N=495) | | | Grammar (N=173) | | | Secondary Inter. (N=140) | | | Bilateral (N=63) | | | Junior High (N=119) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | - | + | M | - | + | M | - | + | M | - | + | M | - | + |
| Scope of curriculum | 14.7 | 0.6 | 13.5 | 19.1 | 1.2 | 17.3 | 10.7 | 0.7 | 10.0 | 16.9 | 0.0 | 15.6 | 11.4 | 0.0 | 10.5 |
| Choice of subjects | 9.9 | 9.7 | 0.0 | 10.4 | 10.4 | 0.0 | 10.7 | 10.7 | 0.0 | 7.8 | 7.8 | 0.0 | 9.5 | 8.6 | 0.0 |
| Timetable pacing | 37.2 | 16.8 | 13.3 | 40.5 | 19.7 | 11.6 | 27.9 | 12.9 | 12.1 | 41.6 | 11.7 | 19.5 | 41.0 | 21.0 | 13.3 |
| Work level and pace | 7.9 | 5.1 | 1.0 | 8.1 | 5.2 | 1.2 | 4.3 | 1.4 | 1.4 | 11.7 | 7.8 | 0.0 | 9.5 | 7.6 | 1.0 |
| Homework | 25.9 | 20.6 | 1.0 | 30.6 | 25.4 | 0.0 | 20.0 | 12.9 | 2.9 | 27.3 | 24.7 | 0.0 | 24.8 | 20.0 | 1.0 |
| Testing and streaming | 12.1 | 7.1 | 2.4 | 10.4 | 8.1 | 1.2 | 7.9 | 2.9 | 0.7 | 10.4 | 5.2 | 3.9 | 21.9 | 12.4 | 5.7 |
| Regulations and discipline | 37.4 | 28.5 | 4.8 | 48.0 | 34.7 | 6.9 | 27.9 | 24.3 | 2.9 | 31.2 | 22.1 | 3.9 | 37.1 | 28.6 | 4.8 |
| Type of punishment | 13.5 | 13.1 | 0.4 | 8.1 | 7.5 | 0.6 | 15.7 | 15.0 | 0.7 | 18.2 | 18.2 | 0.0 | 16.2 | 16.2 | 0.0 |

**Table 5.4.8:** *Percentage of pupils referring to the physical organisation of secondary schools and the nature of such references: total sub-sample and school types*

| Topic | Total Sample (N=495) | | | Grammar (N=173) | | | Secondary Inter. (N=140) | | | Bilateral (N=63) | | | Junior High (N=119) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | - | + | M | - | + | M | - | + | M | - | + | M | - | + |
| Distance to school | 3.6 | 3.2 | 0.4 | 4.6 | 4.0 | 0.6 | 1.4 | 0.7 | 0.7 | 7.8 | 7.8 | 0.0 | 1.9 | 1.9 | 0.0 |
| Length of day and breaks | 27.7 | 25.9 | 1.2 | 35.3 | 31.8 | 2.3 | 15.0 | 14.3 | 0.0 | 33.8 | 31.2 | 2.6 | 27.6 | 27.6 | 0.0 |
| Physical organisation | 10.9 | 5.3 | 1.8 | 13.3 | 6.9 | 3.5 | 8.6 | 2.1 | 0.7 | 13.0 | 7.8 | 2.6 | 8.6 | 4.8 | 0.0 |
| Facilities and equipment | 11.9 | 5.3 | 6.1 | 16.8 | 7.5 | 8.1 | 10.0 | 4.3 | 5.7 | 13.0 | 3.9 | 7.8 | 5.7 | 3.8 | 1.9 |
| School dinners | 8.5 | 6.1 | 1.8 | 9.8 | 7.5 | 1.7 | 1.4 | 0.7 | 0.7 | 9.1 | 6.5 | 1.3 | 15.2 | 10.5 | 3.8 |
| Feelings of displacement | 9.1 | 8.7 | 0.4 | 11.0 | 11.0 | 0.0 | 5.0 | 5.0 | 0.0 | 15.6 | 14.3 | 1.3 | 6.7 | 5.7 | 1.0 |

pupils attending both grammar and junior high schools tended to disapprove of both these aspects of school organisation. Bilateral school pupils, while favouring the existing timetable arrangements, were also critical of the pace and level of work obtaining in their school.

The amount of homework allocated was strongly and unanimously resented by virtually all pupils who made reference to it, particularly those attending grammar schools. School-based emphases on testing, classifying and streaming were also regarded with disfavour, especially by pupils attending grammar and junior high schools.

By contrast with this analysis of pupils' assessments of the academic organisation of their schools, Table 5.4.8 details pupils' reactions to the physical organisation of secondary schools, their location, design, facilities and equipment, and the organisation of the school day and intervals.

The general profile common to all groups of pupils indicated that pupils in their first year at secondary school strongly disapproved of the length of the school day. This was particularly the case with regard to pupils attending grammar and bilateral schools, who were also most critical of the distances they had to travel to school, disapproved most strongly of the physical organisation of their school buildings, and not infrequently admitted to feelings of disorientation and displacement. However, with the exception of those attending junior high schools, pupils' comments on the facilities and equipment provided at secondary school were favourable rather than unfavourable, though pupils in all except secondary (intermediate) schools were critical of school dinners. Secondary (intermediate) and junior high school pupils commented least frequently on the physical organisation of their schools.

Table 5.4.9 describes those pupils who stated in their essays that they had entered secondary school with differing kinds of anticipation, and who went on to indicate the extent to which their positive anticipations were disillusioned (D) or their negative anticipations relieved (R) by their subsequent experiences in their respective schools.

Approximately three-quarters of the pupils sampled referred to such anticipations in their essays, and less than a quarter had expressed positive anticipation of their new schools prior to going there. Negative anticipations were expressed in comparable degree by more than one third of the pupils entering grammar and secondary (intermediate) schools. Bilateral school pupils referred less frequently to their expectations but were appreciably more negative in their outlook, and pupils entering junior high schools most often made

**Table 5.4.9:** *Percentage of pupils referring generally to their anticipations of secondary school, the nature of such references, and whether they were relieved (R) or disillusioned (D) by their subsequent experiences*

| | Total Sample (N=495) | | | Grammar (N=178) | | | Secondary Inter. (N=140) | | | Bilateral (N=63) | | | Junior High (N=119) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | - | + | M | - | + | M | - | + | M | - | + | M | - | + |
| General anticipation | 76.4 | 41.8 | 22.4 | 79.2 | 38.7 | 25.4 | 72.1 | 35.0 | 27.1 | 66.2 | 40.3 | 15.6 | 84.8 | 57.1 | 16.2 |
| Relief or disillusionment | | R<br>22.8 | D<br>4.0 | | R<br>26.0 | D<br>4.6 | | R<br>19.3 | D<br>5.0 | | R<br>18.2 | D<br>2.6 | | R<br>23.8 | D<br>2.9 |

**Table 5.4.10:** *Percentage of pupils evaluating general aspects of their primary and secondary education and their general dispositions towards secondary school: total sub-sample and school types*

| Global Evaluations | Total Sample (N=495) | | | Grammar (N=178) | | | Secondary Inter. (N=140) | | | Bilateral (N=63) | | | Junior High (N=119) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | - | + | M | - | + | M | - | + | M | - | + | M | - | + |
| Primary teachers | 31.9 | 2.8 | 23.6 | 39.3 | 1.7 | 29.5 | 27.1 | 2.9 | 19.3 | 22.1 | 1.3 | 20.8 | 33.3 | 5.7 | 21.9 |
| Primary schools | 78.2 | 13.3 | 56.2 | 82.1 | 6.4 | 65.9 | 71.4 | 15.7 | 47.1 | 71.4 | 11.7 | 51.9 | 85.7 | 22.9 | 55.2 |
| Selection procedure (11+) | 41.6 | 32.7 | 7.7 | 57.8 | 42.8 | 13.3 | 32.9 | 27.1 | 5.0 | 41.6 | 36.4 | 3.9 | 26.7 | 21.0 | 4.8 |
| Secondary pupils | 22.0 | 2.8 | 14.7 | 21.4 | 1.7 | 15.0 | 17.1 | 2.9 | 11.4 | 28.6 | 2.6 | 24.7 | 24.8 | 4.8 | 11.4 |
| Secondary teachers | 39.6 | 4.6 | 23.6 | 35.8 | 1.7 | 22.0 | 42.1 | 6.4 | 25.7 | 33.8 | 2.6 | 19.5 | 46.7 | 8.6 | 26.7 |
| Secondary organisation | 12.1 | 2.6 | 4.0 | 16.8 | 4.0 | 5.8 | 5.0 | 2.1 | 0.7 | 19.5 | 1.3 | 7.8 | 8.6 | 1.9 | 2.9 |
| Secondary discipline | 8.5 | 6.7 | 0.8 | 6.4 | 4.0 | 1.2 | 9.3 | 7.1 | 0.7 | 14.3 | 11.7 | 1.3 | 6.7 | 6.7 | 0.0 |
| Secondary curriculum | 47.9 | 3.8 | 20.6 | 41.6 | 2.3 | 17.9 | 51.4 | 5.7 | 29.3 | 46.8 | 1.3 | 14.3 | 54.3 | 5.7 | 18.1 |
| General views on secondary school | 97.8 | 10.5 | 64.0 | 99.4 | 8.7 | 71.7 | 97.1 | 13.6 | 60.7 | 93.5 | 7.8 | 57.1 | 99.0 | 11.4 | 61.0 |

reference to, and expressed the most negative feelings about their anticipations of their prospective secondary schools.

Nevertheless, pupils' comments on their subsequent experience of secondary school were rather more favourable. More than half of the total number of pupils who had expressed initial apprehension about secondary school reported that their fears were relieved by their actual experiences, and only a minority reported that they were disillusioned. However, in proportion to their negative anticipations, fewest of those attending bilateral and junior high schools expressed relief in consequence of their subsequent experiences.

Table 5.4.10 presents, in summary, an interpretative assessment of the value dispositions of pupils towards general aspects of their experience of transfer. For example, if a pupil commented negatively on some aspects of his relationships with secondary teachers but was generally positive in his opinions, or when a pupil ended his description with the general comment '....but by and large I prefer the teachers in this school', he was rated as being favourably disposed towards his teachers at secondary school.

The total impression suggested by the evidence is that, irrespective of particulars, pupils had a highly positive regard for their primary teachers and their primary schools, but held decidedly negative views on the Selection Procedure. Their assessments of the teachers, the pupils and in particular the curriculum of secondary schools were also positive. However, their views on the organisation of secondary schools, whether academic or physical, were somewhat less favourable, and their opinions on disciplinary procedure markedly negative.

The nature and frequency of these assessments varied somewhat between school types. Relative to the frequency with which opinions were expressed by pupils, secondary (intermediate) and junior high school pupils were most critical of their primary schools, while bilateral school pupils most often expressed disapproval of the Selection Procedure. Junior high and secondary (intermediate) school pupils most frequently expressed disapproval of their teachers and of their peers at secondary school. Opinions on the organisation of secondary schools were infrequent, divided, but quite often unfavourable, particularly in secondary (intermediate) schools, and views on discipline in secondary schools were invariably negative, particularly in bilateral and in junior high schools in which no positive reuctions were expressed.

However, the results indicative of pupils' general views of secondary school would suggest that their overall impressions in the latter half of their first year were predominantly positive in direction, only ten per cent, approximately, of those sampled expressing a consistent dislike of their new schools. The evidence obtained from pupils' essays in the present enquiry, while more detailed in its implications than that provided by Nisbet and Entwistle (1966, 1969), would nonetheless support their general conclusion that 'the trauma of transition is not severe for a large majority of children' - with, however, the additional qualification that it may be decidedly more severe in some types of secondary school than in others, and that its forms may vary across types of school.

## 5.5 ATTITUDINAL AND NARRATIVE REACTIONS TO TRANSFER

The purpose of this section of the analysis is to examine the relationships between, on the one hand, those topics which were of most concern to pupils in their narrative accounts of transition and, on the other, their attitudinal dispositions as indicated by their scores on the seven Attitudes to Transfer scales previously described. In addition to providing detailed profiles for each of the attitude scales in terms of episodes which were grounded in pupils' accounts of their actual experiences during transition, the analysis also suggests, by implication, a comparison between structured and unstructured methods of obtaining information within the same area of enquiry.

The results, as illustrated in Table 5.5.1, are presented in terms of simple correlations between content-item and attitude-scale scores which attained statistical significance at, or in excess of, the .05 level of probability.

The correlates of pupils' scores on the attitude scale Secondary-Primary Preference indicate that those who commented most favourably in their essays on the approachability of their primary school teachers, on the discipline, work and atmosphere of primary schools, and on the friendliness of primary pupils were least disposed to prefer secondary to primary school. Pupils who generally approved of the Selection Procedure and who were of the opinion that it 'picked the brightest' were most favourably disposed towards transition, whereas those who experienced anxiety in connection with the procedure were less inclined to

Table 5.5.1: *Essay topic correlates of pupils' Attitudes to Transfer: total sub-sample (N=445)*

| | Secondary/ Primary Preference | Teachers & Teaching at Secondary School | Educational Alienation | Work at Secondary versus Primary School | Familiarity with the New school | The Selection Procedure | School Anxiety |
|---|---|---|---|---|---|---|---|
| ***Primary Experience References*** | | | | | | | |
| P. Teachers' Approachability | -.14** | | -.11* | -.08* | | | -.12** |
| P. Teachers' Efficiency | | | -.14** | | | | |
| P. Teachers' Control | | | | -.10* | | | |
| P. Teachers - General | | | -.15** | | .11* | | -.15** |
| P. School Discipline | -.11* | | -.12** | -.11* | -.09* | | |
| P. School Environment | | | -.22** | | | | |
| P. Pupils' Friendliness | -.12** | | -.12** | | | | |
| P. School Work | -.13** | | -.10* | -.08* | | | |
| P. School Curriculum | | .12** | -.12** | | | | -.09* |
| P. School Homework | | | | -.15** | | | |
| P. School - General | -.22** | | -.17** | | | | |
| ***Selected Status References*** | | | | | | | |
| 11+ Passed | | .09* | | .10* | | .10* | |
| 11+ Failed | | -.10* | .24** | -.09* | | -.09* | |
| 11+ Not Entered | .08* | | .14** | -.08* | | .10* | |
| ***Selection Procedure References*** | | | | | | | |
| 11+ 'makes you anxious' | | | .11* | | | -.15** | |
| 11+ 'is unfair' | | | .12** | -.09* | | -.19** | |
| 11+ 'makes you feel stupid' | | | | | | -.12** | |
| other arguments against 11+ | | | .09* | | | -.22** | |
| 11+ 'picks the brightest' | .08* | .09* | .21** | | .08* | .10* | |
| 11+ 'good school, class' | | | | | | .13** | |
| other arguments for 11+ | | | | | | .09* | |
| 11+ 'glad passed' | | | -.17** | | .09* | | |
| 11+ 'didn't care' | | | | | | | -.12** |
| 11+ 'disappointed failed' | | | | | -.10* | | |
| Anxiety concerning 11+ | -.14** | | .22** | | | -.10* | |
| Eleven Plus - General | .11* | .14** | -.21** | | .14** | | -.09* |

* $p<0.05$; ** $p<0.01$

(cont'd)

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Table 5.5.1 cont'd

| | Secondary/ Primary Preference | Teachers & Teaching at Secondary School | Educational Alienation | Work at Secondary versus Primary School | Familiarity with the New school | The Selection Procedure | School Anxiety |
|---|---|---|---|---|---|---|---|
| ***Secondary Familiarity References*** | | | | | | | |
| Information from: | | | | | | | |
| Primary Teachers | | | | .13** | | | |
| Visits to New School | | | -.20** | -.10* | .10* | | |
| Relatives | | | -.09* | | .14** | | |
| Friends or Peers | | | -.14** | | | | |
| Other Sources | | | | | | -.14** | |
| Information concerning: | | | | | | | |
| Secondary Teachers | | | -.11* | | .10* | | |
| Secondary Pupils | | | | -.11* | | | |
| Secondary Curriculum | | | | | | -.09* | |
| Secondary Schoolwork | | | -.10* | | | | |
| Other Aspects | | .10* | -.14** | | .15** | | |
| Got to Chosen School | | | | | | .08* | -.10* |
| ***Secondary Expectation References*** | | | | | | | |
| Non- Separation from Friends | | .09* | -.11* | | | | |
| Change of Status | | | | | .11* | | .09* |
| Secondary School Anticipation | | | | | .14** | | |
| Subsequent Disillusionment | | -.19** | .10* | | | | |
| Subsequent Relief | | .11** | -.09* | | | | |

* $p<0.05$; ** $p<0.01$

(cont'd)

Table 5.5.1 cont'd

| | Secondary/ Primary Preference | Teachers & Teaching at Secondary School | Educational Alienation | Work at Secondary versus Primary School | Familiarity with the New school | The Selection Procedure | School Anxiety |
|---|---|---|---|---|---|---|---|
| ***Secondary Experience References*** | | | | | | | |
| S. Teachers' Approachability | .11* | .14** | | .14** | | | |
| S. Teachers' Efficiency | | | -.08* | | | | |
| S. Teachers' Control | -.10* | -.11* | | -.10* | | | |
| S. Teachers' Fairness | -.12** | -.10* | | -.08* | | | |
| S. Teachers - General | .11* | .18** | | | | | |
| S. Pupils' Friendliness | .11* | | | | .08* | | |
| S. Pupils' Behaviour | | | | | -.12** | | |
| Bullying, Initiation Ceremonies | | | | -.08* | | | .09* |
| S. Pupils - General | .12** | | -.08* | | | | |
| S. School Discipline | | .10* | | | .10* | -.12** | .09* |
| Types of Punishment | | -.11* | .15** | | | | |
| S. School Curriculum | .11* | .13** | -.10* | | | | |
| Timetable Pacing | | .08* | | | | | -.09* |
| S. School Work | | .08* | | | | -.09* | |
| S. School Homework | | | -.10* | | | | |
| S. School Facilities | | | | | | | -.08* |
| Distance to School | -.10* | | | | | | |
| Displacement Feelings | | | .08* | | | | |
| Length of Day | | | .09* | | | | |
| School Dinners | | | | | | | |
| Secondary School - General | | .35** | -.25** | .11* | .17** | | |

*<p 0.05;  ** p<0.01

prefer secondary to primary school.

Those who expressed a preference for secondary school on this attitude scale also indicated in their essays that they generally approved of their secondary teachers, (while not considering them to be either tolerant or particularly fair), regarded their fellow pupils at secondary school as being friendly, and liked the variety of the secondary school curriculum. However, pupils who commented in their essays on the distances which they were obliged to travel to school were less favourably disposed towards transition.

The essay correlates of pupils' preferences on the attitude scale Teachers and Teaching at Secondary School suggested that those pupils who approved of these aspects of their secondary education also indicated in their essays that they had approved of their curriculum at primary school, that they had passed the Selection Procedure for grammar schools, and that they were favourably disposed towards the Procedure, considering, as previously, that 'the 11+ picked the brightest'. Such pupils had formed positive impressions of their prospective secondary schools prior to going there, and reported that they had not been disillusioned, nor had they been separated from their primary school friends.

As in the case of those who expressed an attitudinal preference for secondary as opposed to primary schools, pupils who were favourably disposed towards secondary school teachers and teaching considered their secondary teachers to be approachable, but also as being neither tolerant nor fair. Moreover, while they approved of the curriculum, timetable and work at secondary school, they were unfavourably disposed towards the types of punishment employed in such schools. Nevertheless, the relationship obtained between pupils' scores on this attitude scale and their general impression of secondary school was the highest of any obtained in the analysis.

Educational Alienation, the third attitude scale to be considered in this section, is the most extensively and significantly exemplified in terms of its essay correlates. The results indicate that pupils who had commented favourably in their essays on the approachability and efficiency of their primary teachers, and who had enjoyed the atmosphere, friendliness and work at their primary schools were negatively associated with attitudinal expressions of educational alienation. Conversely, pupils who reported that they had not entered for the Selection Procedure, and in particular those who failed to be selected, were positively and significantly alienated on this scale, as were those who advanced arguments against selection or who experienced anxiety concerning the procedure.

However, those pupils who referred in their essays to the specific types and sources of information made available to them prior to entering their new secondary schools displayed less educational alienation, and this applied particularly to those who had made preliminary visits to such schools. Moreover, pupils who indicated that their primary school friends had accompanied them to secondary school were less alienated than those who indicated otherwise. In terms of their subsequent impressions of secondary schools, alienated pupils, as might be expected, reported in their essays that they had been disillusioned rather than relieved by their experiences.

In keeping with their assessments of their primary schools, pupils who commented favourably on their secondary teachers' efficiency, on the curriculum and homework at secondary school and on their fellow pupils in general were negatively associated with expressions of alienation, whereas those who commented on the types of punishment employed in secondary school, who expressed feelings of displacement, or who were critical of the duration of the secondary school day were positively associated with such expressions.

The essay correlates of pupils' preferences on the attitude scale Work at Secondary versus Primary School suggested, as formerly, that those who referred most favourably in their essays to the approachability and control of their primary teachers, and to the discipline, schoolwork and homework at primary school were least disposed to indicate a preference for work at secondary as opposed to primary school. While those who indicated in their essays that they had passed the Selection Procedure for grammar schools were positively associated with an attitudinal preference for work at secondary school, pupils who were not selected or who had not entered for the procedure were unfavourably disposed in their attitudes towards schoolwork at secondary school.

In terms of the knowledge which they had acquired about their prospective secondary schools, those who had obtained such information from their primary teachers were most positive in their attitudes towards work in their new schools, whereas those who had obtained such information from previous visits to these schools or who had heard about their prospective fellow pupils were less positive in their attitudes.

While pupils who expressed a preference for work at secondary school also indicated in their essays that they regarded their secondary teachers as approachable, they did not consider them to be either tolerant or fair. Moreover, pupils who had been exposed to bullying or initiation ceremonies on entering their new schools were negatively disposed in their attitudes towards work at secondary as opposed to primary school.

The essay correlates of pupils' expressions of Familiarity with the New School indicated that such pupils held generally favourable opinions concerning their primary education, but were critical of the discipline at primary school. Secondary school familiarity, as indicated on this scale, was also associated with favourable references to selection in the essays of those who had passed the Selection Procedure, but was negatively associated with those who expressed disappointment in their essays at having failed to be selected. The evidence further indicated that such expressions of familiarity were associated with pupils who had heard most about their prospective secondary schools from relatives or from visits to these schools prior to going there, and that such information most specifically referred to the teachers at secondary school.

Familiarity with their new schools was also expressed by pupils who indicated that they liked the change of status involved in transferring to secondary school, looked forward with anticipation to going there, and considered their secondary peers to be friendly, if not particularly well-behaved. In contrast with their comments on their primary schools, pupils who were most familiar with their new schools approved of the disicpline at secondary schools, and also indicated general approval of their secondary education.

Favourable pupil attitudes towards the Selection Procedure were expressed, as might be anticipated, by those who indicated in their essays that they had been selected for grammar schools, but were negatively associated with those who were unsuccessful in the Procedure. Moreover, pupils who indicated approval of selection on this attitude scale were also those who argued in their essays that the 11+ 'picks the brightest' and that it 'gets you into a good school or class', whereas those who indicated disapproval of selection on this scale commented that the 11+ 'was unfair', 'caused anxiety', or 'made the unsuccessful feel stupid'.

While pupils who intimated in their essays that they got to their chosen schools were positively disposed towards selection, favourable attitudes towards the Procedure were negatively associated with pupils' comments concerning what they had heard about the curriculum prior to coming to secondary school, and were also negatively associated with their actual experience of discipline and schoolwork within secondary schools.

The essay correlates of School Anxiety, the final dimension of pupils' attitudes to transfer considered in this section, indicated that apprehension about school was less typical of those pupils who commented favourably on their primary curriculum, primary teachers and primary school in general, and was also less characteristic of those who indicated that they approved of the Selection Procedure or were not unduly worried by it. However, while pupils who got to the school of their choice and who approved of the discipline, timetable and facilities at secondary school were also less anxious about school, the change of status from being the seniors at primary school to being the juniors at secondary school was significantly associated with pupils' expressions of anxiety about school, as also were the bullying and initiation practices to which they had been exposed on entering secondary school.

In brief, therefore, pupils' narrative accounts of their transition to secondary school significantly and meaningfully corroborated their attitudes to transfer as measured by the seven scales devised for the purposes of this enquiry. Among the more notable results were those which indicated that pupils who preferred their secondary schools were not unequivocal in their assessments of their secondary teachers. While commenting favourably on their teachers' approachability, they referred negatively to their fairness and control. The results also indicated that pupils' comments on the nature and sources of their information concerning their prospective secondary schools were associated with less alienated attitudes towards education, and that a certain measure of anxiety was associated, albeit not very significantly, with pupils' perceptions of their changed status and with their experience of bullying at secondary school.

With regard to the contrast between different methodologies of information-gathering implicit in this analysis, it is of interest to note that the impressionistic ratings allocated in the course of the content analysis to the general tenor of pupils' comments about broad aspects of their primary and secondary education correlated more significantly with their scores on the Attitudes to Transfer Inventory than did individual ratings allocated to the more specific aspects of pupils' experiences represented in the coding frame.

## 5.6 SUMMARY

The first section of the chapter consisted of a content analysis of pupils' narrative accounts of their transition to, and first-year experience of, secondary school.

An analysis of the topics most frequently occurring in pupils' essays indicated that secondary school regulations and discipline, the organisation of the timetable, the duration of the school day, the nature of the homework expected and retrospective references to the primary school curriculum ranked foremost among their concerns. Arguments against the Selection Procedure were evident in comparable degree in the essays of pupils in all types of secondary school, and pupils most frequently evaluated their teachers in terms of their approachability, warmth and manifestations of personal interest. Topics which were of singular interest to particular school types were grammar school pupils' references to the unfairness of the 11+ and the discipline and level of work at primary school; secondary (intermediate) school pupils' references to their non-selected status, the types of control exercised by their secondary teachers, and the limitations on their choice of schools and subjects; bilateral school pupils' references to feelings of dislocation and displacement, and junior high school pupils' references to the emphases on testing, classifying and streaming within schools, and the bullying and initiation ceremonies to which they had been subjected on entering secondary school.

In terms of their affective evaluations of the major themes occurring in their essays, pupils' retrospective assessments of their primary schools indicated that they regarded their primary teachers as generally approachable and interested, and their primary peers as friendly. Moreover, they perceived themselves as having had more friends at primary school, and had enjoyed the status of being the senior pupils at primary school. However, they disliked having had one teacher for all subjects, and were more critical than approving of the types of control exercised by primary teachers. Pupils were evenly divided in their opinions on the scope and variety of the primary curriculum and on the efficiency of their primary teachers, pupils attending grammar and bilateral schools tending to approve, those attending secondary (intermediate) and junior high schools tending to disapprove. However, pupils' assessments of the discipline, atmosphere, pace of work and amount of homework at primary school were strongly favourable, and no negative evaluations of the ethos or atmosphere of primary schools were noted in any of the essays sampled.

Pupils' retrospective evaluations of the Selection Procedure indicated that, irrespective of the types of secondary school to which they had transferred, the percentages of pupils who advanced arguments against the procedure, or who expressed anxiety, apathy or disappointment about selection were considerably in excess of those who favoured it. Pupils in grammar schools most often referred to their nervousness or apprehension concerning selection, followed, in order of frequency, by pupils at secondary (intermediate), bilateral and junior high schools. However, with the possible exception of junior high pupils, an average of 80% of the pupils sampled were relatively contented with the schools to which they had been sent.

Pupils' descriptions of their sources of information about their prospective secondary schools indicated that they had heard about their schools most often from friends or peers, and noticeably less often from the teachers in their primary schools. Pupils attending grammar schools were better informed about their new schools than others, and received their information with comparable frequency from their peers, their relatives, or visits to their new schools. However, familiarisation by way of visits to secondary schools received little mention by pupils attending other types of school, whose main sources of information would appear to have been their peers, siblings or relatives. The content of this information, however conveyed, was predominantly negative in bias, the only aspect of their secondary education to be positively presented to pupils prior to transfer being the scope and variety of the secondary curriculum.

Pupils' evaluations of their primary and secondary peers both prior and subsequent to transition indicated that they regretted their separation from their primary school friends and also regretted their change of status to being the youngest again at secondary school. While generally approving of the friendliness of secondary pupils, they viewed their behaviour with some misgivings, and strongly resented the bullying and initiation ceremonies to which they were subjected on entering secondary school. These trends in the evidence were especially noticeable in the essays of those who had transferred to junior high schools.

Pupils' assessments of their secondary school teachers consistently indicated that whereas they generally viewed their teachers as approachable and efficient, only a minority of children or none at all approved of the types of control exercised by such teachers, nor were they regarded as being particularly fair.

Pupils' evaluations of the academic organisation of secondary schools indicated that whereas the scope, novelty and variety of the secondary school curriculum were approved of by the majority of pupils, the amount of homework given and restrictions on pupils' freedom to choose between subjects were strongly criticised by virtually all who referred to these topics. Comments on secondary school discipline, forms of punishment, and the pace and level of school work were also strongly critical, though pupils were divided in their opinions on the organisation of the timetable (the amount of time allocated to each subject, and the amount of physical movement between classes).

Pupils' reactions to the physical organisation of secondary schools indicated that while they tended to approve of the facilities and equipment provided, they were critical of the spatial organisation of school buildings, and frequently admitted to feelings of disorientation and displacement. This was particularly apparent in the case of pupils attending both bilateral and grammar schools. Pupils also disapproved of the length of the school day, and to a lesser extent, of the distances they were obliged to travel to school.

The analysis of pupils' expectations of secondary school revealed that less than a quarter of the pupils sampled had felt positively about their new schools prior to going there. However, pupils' comments on their subsequent experience indicated that more than half of those who expressed initial apprehension were reassured by their subsequent experiences, and only a minority was disillusioned.

A summary assessment of the general impressions of transfer reflected in pupils' essays confirmed that pupils had a highly positive regard for their primary schools and their primary teachers. Their assessments of the teachers, the pupils and in particular the curriculum of secondary schools were also positive, though their views on the academic and physical organisation of secondary schools were somewhat ambivalent, and their opinions on discipline predominantly negative. In the most general terms, only 10 per cent of those sampled expressed a consistent dislike for their new schools, though the strength of opinion on particular elements varied considerably between schools.

It was therefore concluded that while the trauma of transition may not be severe for a large majority of children, it may also be appreciably more apparent in some types of secondary school than in others, and its forms may vary across types of school.

The purpose of the second section of the analysis was to illustrate those topics which were of most concern to pupils who expressed differing attitudinal assessments of their initial experience of secondary school.

The results indicated that elements of pupils' narrative accounts of transition significantly and meaningfully corroborated their attitudes to transfer, as measured by the seven scales devised for the purposes of this enquiry. Pupils' attitudinal preferences for secondary as opposed to primary school were shown to be most characteristic of those who commented unfavourably on their relationships with their primary teachers and their general experience of primary schools, and who experienced anxiety in connection with the Selection Procedure. Alternatively, those who expressed approval in their attitudes towards teachers and teaching at secondary school commented favourably on their relationships with their secondary teachers and their general experience of secondary schools, and referred approvingly to the Selection Procedure in their essays.

Pupils who were most alienated in their attitudes towards education indicated in their essays that they had been unsuccessful in the Selection Procedure and had experienced anxiety in connection with it. They also referred unfavourably to the types of punishment prevailing at secondary school. Alternatively, those who were least alienated commented favourably on their primary school experience, and in particular the atmosphere prevailing at primary school. They also referred positively to the Selection Procedure, advanced arguments in its support, and were strongly favourable in their general assessments of secondary school. The results also indicated that the nature and sources of pupils' information concerning their prospective secondary schools were consistently associated with less alienated pupil attitudes towards education.

Pupils' expressions of familiarity with their new schools were most characteristic of those who commented positively on the Selection Procedure, who expressed positive anticipation about going to secondary school, and who had obtained prior information on a variety of topics relating to their new schools from their relatives. Such pupils also indicated the most favourable impressions of their secondary school experiences in general.

Pupils who were most positive in their attitudes towards the Selection Procedure confirmed that impression in their essays. Those who were less favourable in their attitudes towards selection advanced specific arguments against it in their essays, most prominent among which was the anxiety incurred by the procedure. While pupils' attitudinal expressions of anxiety about school were not extensively corroborated in their essays, such anxiety was particularly associated with those who referred to their change of status and those who had not got to the secondary school of their choice, and was less characteristic of those who reported that they had favourable relationships with their teachers at primary school.

# CHAPTER 6: STANDARDS OF ACCURACY AND USE OF LANGUAGE IN PUPILS' WRITTEN ENGLISH

## 6.1 INTRODUCTION

Much of the current debate on educational standards in schools, particularly insofar as it relates to the teaching of English, may be summarised in the occasionally contradictory philosophies espoused by two of the most influential British reports on education published in the last decade. The Plowden Report, *Children and their Primary Schools* (1967), stated that 'in a growing number of junior schools there is free, fluent and copious writing on a great variety of subject matter, sometimes called creative writing. Its essence is that much of it is personal and that the writers are communicating something that has really engaged their minds and their imaginations. To this kind of writing, here as in the infant school, we give an unqualified welcome'.

However, less than a decade later the Bullock Report, *A Language for Life* (1975), contains the following comments: 'Many teachers see 'creative writing' as the high point of literacy. We need to re-think this; over emphasis on it has distorted a whole view of language. It usually means, in actuality, colourful or fanciful language....it is often false, artificially stimulated by the teacher, or written to an unconscious model which he has given to the children'. This Report concludes that 'the main activity in the area of personal writing should arise from a context created out of the corporate enterprises of the classroom and the experiences of the pupils, rather than from prepared stimuli'.

A related facet of this debate is the notion that any attempt to impose standards of correctness in spelling, punctuation and grammar upon children's writing must inhibit its spontaneity. Statham (1976) comments that many educationists hold the view that undue emphasis on accuracy in pupils' writing can lead to a 'distortion of the work and a reduction of creativity and pupils' confidence in their ability to write'. Medway (1976) similarly argues that 'the pursuit of high standards in spelling is wasteful, irrelevant and damaging'. Commenting that a considerable number of young, intelligent people are excluded from jobs because of their inability to spell, he states that if a written word is recognisable, regardless of spelling, then an idea has been communicated and success achieved: 'If the characteristic required....for the job or course in question....is an ability to communicate effectively on paper, in talk, and to read, then lack of perfect spelling is irrelevant'.

However, Elvin (1969) rejects this view on the grounds that 'language is a pattern of usages, not of solecisms', and the Bullock Report (1975) comments that while extensive reading and writing are the basis of language growth, pupils should also receive specific instruction in 'such practical matters as punctuation, structure of words, some aspects of usage, and certain technical terms helpful for the discussion of language'. Froome (1975), in a Note of Dissent to the Report, puts this point even more forcibly: 'The more competent children are in the trained accomplishments of spelling, punctuation and the grammatical arrangements of words, the more likely they are to write vividly, gracefully and tellingly, or in short, creatively'.

Another aspect of the debate on the decline of standards in attainment has been the tendency to attribute such deterioration to the growth of 'progressive' as opposed to 'traditional' approaches to teaching in schools, and to what many regard as a corresponding neglect in the teaching of basic skills of literacy and numeracy, particularly at the primary stage.

Bennett (1976), in an attempt to evaluate the effects of differing teaching styles on grammatical accuracy and creative ability in the written work of English upper primary school children, drew his sample of 288 pupils from classes taught according to formal, mixed and informal teaching styles. These pupils were asked to write essays on two topics, the first requiring the completion of an imaginative story entitled 'Invisible for a Day', the other requesting a narrative account of 'What I Did at School Yesterday'. The results indicated that when both essays were given impressionistic ratings, the differences in standards were so small as to impute no clear superiority to any one teaching style. However, when the essays were analysed using Statham's (1976) Mechanical Accuracy Measure, pupils taught by formal and mixed formal/informal teaching styles, while similar in terms of the amount of spelling errors, were found to have committed significantly fewer punctuation errors than those taught exclusively by informal methods. Bennett (1976) concluded from these results that 'the fact that formal pupils did better at punctuation, and no worse at spelling and imaginative writing, would seem to indicate that it is possible to achieve grammatical accuracy without detriment to creative output'.

The Bullock Report (1975) questions the evidence adduced to illustrate a widespread decline in standards on the grounds that it is often retrospective, or based on invalid comparisons: 'It is extremely difficult to say whether or not standards in written and spoken English have fallen. There is no convincing evidence available, and most opinions depend very largely on subjective impressions'. The Holland Report (1977) *Young People and Work*, for example, argues that as the numbers of students entering further education have grown, employers have increasingly been constrained to recruit from lower ability levels than formerly, a trend which goes some way towards explaining the apparent decline in standards.

Nor does the evidence unequivocally support the notion of an extensive shift in emphasis from formal to informal teaching styles either in Britain or in Northern Ireland. In a recent NICER study, *Teacher Practices and Classroom Resources*, Trew (1977) reported that the majority of teachers in her sample of 18 primary schools provided spelling lists for their pupils each day, that class-prepared compositions were set at least weekly, and that formal grammar was taught at least weekly in urban (but not rural) schools. Moreover, the survey included in the Bullock Report found that the vast majority of teachers in English upper primary schools spent at least one period per week on vocabulary, comprehension and spelling exercises and on the teaching of formal grammar. While such approaches were not given universal approval by the Committee, they were interpreted as 'casting some doubt on the popular belief that primary schools spend little time on 'formal language teaching''. Bennett's (1976) study likewise suggested that 'no more than 17 per cent of the teachers sampled were using the progressive methods so enthusiastically endorsed by the Plowden Committee'.

However, in a more recent survey of teaching practices among 900 primary school teachers in Nottinghamshire, Bassey (1978) reported that most infant classes were organised along progressive lines, the main emphasis being on individualised instruction; approximately one third of the junior school teachers did not encourage pupils to read aloud in class; History, Geography and Science received no mention in 81 per cent of the timetables examined; most infant and junior teachers did not give a mark or grade when assessing pupils' work, and approximately half of the average school week was devoted to group-work as opposed to classwork.

Irrespective of their attribution to differences in teaching styles, it is undoubtedly the case that educational standards among school leavers entering industry and further education in Britain are regarded by some critics as less than adequate. The Confederation of British Industry (1977), in a report on the educational standards of school-leavers applying for craft apprenticeships in Wales, stated that, in a spelling test of 120 words, 'few could spell more than 50 per cent correctly, and many were only 20 per cent successful'. In a comprehension test, sentences were found to be constructed in an infantile manner, and handwriting was frequently illegible. The Report concluded with a recommendation for a thorough examination of the methods of teaching English and Mathematics at both primary and secondary levels, and commented: 'It is evident that a sizeable proportion of school leavers are ill-equipped not only to find work, but to deal with simple matters from outside work. In short, they are at a great social disadvantage'.

This view is supported in the recent Report of the Associated Examining Board (1978). Here the Board complains of a continuing decline in standards of written English in spite of increasing pressure from employers. Comparing the standards of English Language papers over recent years, the Board concluded that 'fewer candidates seem able to write fluently, interestingly and accurately. Careless, casual English hampered some whose ideas and treatment of their chosen topic gave evidence of ability'. The Board referred in particular to full stops, commas and capital letters as frequent sources of error, and cited 'good' and 'great' as the most frequently mis-used adjectives.

A similar situation is described in the Report of the Joint Matriculation Board (1978): 'Examination papers have varied from those that are worthy of publication to those that verge on the illiterate'. Pupils did not distinguish in their handwriting between lower case and capital letters, commas were often used in place of full stops, and paragraphs were almost non-existent. 'Good' and 'great' are again referred to both as the most over-used and mis-used adjectives occurring in pupils' writing.

The survey conducted by the Bullock Committee (1976) indicated that, in contrast with primary schools, teachers at secondary level devoted comparatively little time to formal language teaching. In the week of the survey only 21 per cent of 12-year-old and 19 per cent of 14-year-old pupils gave any time to vocabulary exercises; the figures for grammar exercises were 24 per cent and 10 per cent respectively, and for punctuation exercises 16 per cent and 10 per cent. English teachers admitted to considerable uncertainty about the teaching of language: 'A substantial number considered that the express teaching of prescriptive language forms had been discredited, but that nothing had been put in its place. They could no longer subscribe to the weekly period of exercises, but they felt uneasy because they were not giving language any regular attention'.

In the context of increasingly adverse criticism of education and educational standards in the Press and elsewhere, a public debate on education was called for by the Prime Minister in his speech at Ruskin College, Oxford, on October 18th 1976. The ensuing Consultative Document *Education in Schools* (1977) summarises much of the foregoing argument as follows: 'Primary schools have been transformed in recent years by two things: a much wider curriculum than used to be considered sufficient for elementary education, and the rapid growth of the so-called 'child-centred' approach'.

Arguing that this transformation has not always been in the hands of experienced and able teachers, the Document goes on to state that the influence of the child-centred approach, while considerable, has sometimes been detrimental to the maintenance of educational standards in schools: 'While the majority of primary teachers, whatever approach they use, recognise the importance of performance in basic skills such as reading, spelling and arithmetic, some have failed to achieve satisfactory results in them. In some classes, or even some schools, the use of the child-centred approach has deteriorated into lack of order and application'.

The Consultative Document, in its final proposals, makes the categorical statement that 'there are some skills for which the primary schools have a central, and indeed over-riding, responsibility. Literacy and numeracy are the most important of these'. It also comments that substantial problems can occur at the point of transition between primary and secondary schools, where 'lack of continuity between successive stages, whatever the organisational pattern, can have especially severe consequences in subjects....where progress depends heavily upon what has already been learned'. The Bullock Report (1975) similarly states that 'In our view continuity is so important that links should certainly be established between secondary school English departments and the contributory primary schools'.

Both reports also call for the systematic monitoring of standards in schools, the Consultative Document in the phrase 'there must be a coherent and soundly-based means of assessment for individual pupils, for schools, and for the educational system as a whole', the Bullock Report more specifically in its recommendation that monitoring procedures for the assessment of written English should be introduced in which impression marking of different kinds of writing should be complemented by 'the application of coding schemes to determine accuracy of spelling, punctuation and grammar'.

The application of such a scheme to the written English of pupils entering secondary education is the main concern of the chapter which follows. Yet there is an alternative view of the use of language in schools upon which Britton (1975) elaborates in his Note of Extension to the Bullock Report. He distinguishes between transactional language, or standard English which is 'common across culture groups within a society and is used for the exchange of information', and expressive language, essentially the speech of the home, which is 'appropriate for the development of activities within a culture group, and is used by the child to process his experience through language'.

Bernstein (1958) has commented that 'language exists in relation to a desire to express and communicate; consequently, the mode of a language structure - the way in which words and sentences are related - reflects a particular form of the structuring of feeling'. In describing the different ways language is used by different cultural groups Bernstein (1961, 1965) postulated his 'restricted' and 'elaborated' codes of speech, terms which bear some resemblance to Britton's 'expressive' and 'transactional' modes. While conceding that what distinguishes the middle class from the working class child is not merely the range of his vocabulary but also his 'sensitivity to a way of organising and responding to experience', Bernstein's basic theory, as set out in his 1965 paper, was that whereas the 'restricted code' is used by both classes, the 'elaborated code' is singular to the middle classes only. One particular property of the restricted code described by Bernstein is its limited use of adjectives and adverbs, whereas the elaborated code is described as employing 'a discriminative selection of adjectives and adverbs'.

McCarthy (1946) cites studies as early as 1847 in support of her thesis that 'there exists a marked relationship between the economic state of the family and the child's linguistic development'. In an extensive longitudinal study of children's language, Loban (1963) conducted a survey of the linguistic development of 338 children from kindergarten to grade 12 which included their development of vocabulary, their command of oral and written language and their proficiency in reading. He also related his results to factors such as home background and intelligence. His findings supported those of McCarthy (1930) in that he found significant differences which increased with age between his high and low socio-economic groupings, particularly in reading and writing. Loban concluded that children from the lower social classes are at a disadvantage in schools dominated by the verbal linguistic skills of the middle classes. Because of their awareness of their linguistic deficiencies, lower class children tend to avoid oral performance, which, he argued, results in a progressive deterioration in reading and writing skills.

Bernstein (1962), in an investigation more particularly concerned with children's use of the different parts of speech, found that, in a sample of 106 boys drawn from differing social classes, middle class children used a greater range of adjectives and adverbs and more passive verbs than working class children, who tended to use more personal pronouns. Lawton (1963) investigated the speech and writing of two groups of 10 school boys, matched on verbal and non-verbal IQ and drawn, respectively, from a working class secondary modern school and an independent fee-paying school in London. Both groups were required to write four 30 minute essays and to carry out two sentence-completion tasks. The results indicated that the middle class group wrote significantly longer essays, and used a consistently greater range of adjectives and adverbs (repetitions excluded) than did the working class group who, as previously, used considerably more personal pronouns.

Harpin's (1973) study of social and educational influences upon children's acquisition of language confirmed many of the findings previously described. His two-year investigation of the effects of socio-economic status, school type, social adjustment, and verbal and non-verbal ability upon the aptitude for written language of 290 children drawn from 9 English primary schools confirmed Bernstein's (1960) findings that working class children achieved lower scores on verbal than non-verbal tests. He also found that girls wrote significantly more than boys, but that this superiority decreased with age; that the overall length of a piece of written work was strongly related to social class, and that pupils from smaller families achieved significantly better scores on the English Picture Vocabulary Test than did those from larger families.

A result of particular relevance to transfer was Harpin's finding that, following a marked acceleration in the total written output of pupils between the ages 7-10, the pace of development of pupils in their final year at primary school sustained a noticeable decrease. Evidence from elsewhere (Lawton, 1968) suggests a further spurt in the first year at secondary school.

The second purpose of this chapter is therefore to supplement the analysis of the accuracy of pupils' writing with an analysis of the social, developmental and environmental concomitants of pupils' use of language in the essays sampled.

## 6.2 PROCEDURE

In the course of the fieldwork for this study all 3050 pupils in the 31 schools sampled were visited twice during the spring and summer terms of 1976, their first year at secondary school. In the period intervening between both visits, pupils were required to write two essays. The first of these essays, entitled 'My First Year at Secondary School', provided the material for the content analysis of pupils' experience of transfer described in Chapter 5. The second essay, entitled 'My School Day', was designed to provide information relating to the standards of mechanical accuracy and use of language in pupils' narrative writing.

As in Bennett's (1976) study, this second essay was based upon pupils' immediate experiences, and did not require a high level of abstraction or interpretation. The following headings were suggested as a basis for description: 'How I spent a particular day at school; What I thought about that day, the things I did, and the things which happened to me; How I would like to spend my day at school'. Teachers were requested not to supervise or correct what pupils had written, beyond ensuring that each pupil wrote his name, class and school clearly on the top of each page. In all, 2632 essays, constituting 86 per cent of the target sample, were collected from individual pupils on return visits to the schools.

The instrument employed in the present study to provide a grammatical and mechanical analysis of pupils' writing was Statham's (1976) Mechanical Accuracy Measure (MAM). This instrument was employed by Bennett (1976) in his study *Teaching Styles and Pupil Progress* to determine the effects of formal and informal teaching styles on pupils' written accuracy, but the actual development of the MAM is only briefly referred to in his text. However, correspondence with the University of Lancaster produced an unpublished mimeograph describing the development of the Measure in greater detail (Statham, 1976).

Prior to the development of the MAM, the only reference in the literature to marking for accuracy was that reported in the Schools Council's *Examination Bulletin No. 12* (Britton, Martin and Rosen 1966), in which an experimental marking scheme for the new '0' Level English Language paper of the Cambridge Examination Board is described. This scheme included a coding system containing categories relating to accuracy in spelling, punctuation, grammar and usage.

While this system of coding provided the basis for Statham's (1976) measure, the categories were considerably changed and re-defined on the basis of errors actually found in the samples of writing collected in the course of Bennett's investigation. In devising the MAM, a sample of 24 scripts, the work of 12 boys and 12 girls, was carefully marked and a list compiled of all errors made in punctuation, spelling, grammar and usage. From this list a classification of common errors was drawn up. A further sample of 24 scripts was then marked, and the first classification modified on the basis of the new findings. All categories ultimately included in the instrument were therefore derived from actual mistakes identified in the scripts, and none was based on arbitrary or imposed standards of accuracy.

The final version of the Mechanical Accuracy Measure (Appendix 6.2.1) contains four main error categories: punctuation, phonetic misspelling, misspelling by analogy and carelessness. The first of these categories included items representing the nine types of punctuation error most commonly found in the writing of the pupils sampled, and needed no further modification when tested on a third sample of scripts. The second category, phonetic misspelling, was so labelled because the major source of spelling error was found by Statham (1976) to be attributable to the confusion of similar sounding words. The five types of error represented in this category included the spelling of words as pronounced (dinner:*dinar*), confusion of word pairs (their:*there*), faulty letter-sequence (colours:*coulers*), faulty word-attack (to:*ot*), and gross misspelling (assembly:*asmbe*).

The third category of errors, misspelling by analogy, is described by Statham (1976) as referring 'less to the internal structure of words and the relationship between letters and sounds, and more to arbitrary spelling of which the writers are aware but unsure'. Examples of the four types of error caused by false analogy are the incorrect retention of word-roots (daily:*dayly*), extra letters in word building (until:*untill*), misapplication of the 'i before e' rule (receive:*recieve*), and incorrect word junctions (*altogether* instead of 'all together' as in singing lessons).

The fourth error category, carelessness, is described by Statham (1976) as 'a miscellaneous collection of mistakes, many of which appeared to be caused by inattention'. Examples of inaccuracies under this heading are inconsistencies in spelling where the correct form is also included, false concord (plural subjects and singular verbs or *vice versa*), the omission of inflectional endings ('-s' in plural form of nouns or in third person singular form of verbs), and difficulties with letter orientation (back:*dack*). While this last type of error appeared to indicate difficulty in visual perception in the scripts of a small number of pupils who seemed barely literate, it was also found with considerable frequency in the scripts of fluent writers, and was therefore classified by Statham under the general heading 'carelessness'.

In the present study the analysis of pupils' essays was conducted, under supervision, by two experienced secondary school teachers registered for the Diploma in the Advanced Study of Education at the Department of Further Professional Studies, Queen's University, Belfast.* Preliminary training in the use of the Mechanical Accuracy Measure took place in October - November 1976, and consisted of six sessions of two hours' duration over a period of four weeks. The rating of small samples of scripts, both individually and in consultation, produced an agreed set of procedures for dealing with the various problems which arose.

It was decided, for example, that where a full stop was omitted it should be coded as an error, but the fact that no capital letter followed would not be so recorded. In many cases it was not immediately obvious how an error should be classified. 'We new' could be considered as a phonetic misspelling (2.1), or it could be argued that it involved a confusion of the word pairs 'new' and 'knew' (2.3). It was ultimately decided that such errors should be classified under phonetic misspelling. It was also decided that if a word appeared in a number of incorrect versions, the first error should be coded in the most appropriate misspelling category, but that all subsequent versions should be coded under carelessness.

Following this period of initial training the first reliability trial was held. Each rater marked and exchanged two sets of 50 essays, the first one hundred words in each script constituting the unit of analysis, and a series of between-rater correlation coefficients was calculated for all 24 items of the MAM. The results, while largely satisfactory, revealed a number of discrepancies which were found to be attributable to rater inconsistency, contradictory interpretations of grammatical accuracy, or the non-occurrence of certain types of error. A standardised set of procedures to meet such difficulties was agreed, and a second reliability trial was conducted on a further set of 50 scripts. The results of both reliability trials, as given in Table 6.2.1, indicated that, following consultation, inter-rater reliability was now sufficiently consistent for the main task to begin.

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* The assistance of Mr. W. Kealey and Mr. J. Black, both of Knockbreda High School, Belfast, in the preparation, under supervision, of the data upon which this Chapter is based is here acknowledged. The titles of their individual dissertations, which include a joint critique of the Mechanical Accuracy Measure, are included in the Bibliography.

Table 6.2.1: *Inter-Rater Reliability coefficients: MAM*

| M.A.M. Category | Trial 1<br>Set A (N=50) | Set B (N=50) | Trial 2<br>Set C (N=50) |
|---|---|---|---|
| 1.1 | .94 | .85 | .97 |
| 1.2 | .82 | .90 | .98 |
| 1.3 | .81 | .79 | .96 |
| 1.4 | .97 | .92 | 1.00 |
| 1.5 | .69 | .76 | .98 |
| 1.6 | .70 | NE* | NE* |
| 1.7 | .58 | .42 | .93 |
| 1.8 | .83 | .62 | 1.00 |
| 1.9 | .87 | .13 | .95 |
| 2.1 | .80 | .88 | .96 |
| 2.2 | .66 | .22 | .83 |
| 2.3 | .95 | .76 | .92 |
| 2.4 | .98 | .96 | .91 |
| 2.5 | .92 | .40 | .99 |
| 3.1 | .22 | .76 | .98 |
| 3.2 | .67 | .57 | .98 |
| 3.3 | .70 | 1.00 | 1.00 |
| 3.4 | .94 | .19 | 1.00 |
| 4.1 | .57 | .86 | .95 |
| 4.2 | .82 | .88 | NE* |
| 4.3 | .99 | NE* | NE* |
| 4.4 | .63 | .91 | .95 |
| 4.5 | .87 | .73 | .99 |
| 4.6 | NE* | .73 | NE* |

(NE*=No errors recorded by either rater)

Two separate samples of 435 essays, matched by class and by school within school types, were systematically selected from the total sample and marked independently by both raters. The first 100 words in each essay constituted the unit of assessment, as the reliability trials had indicated that the scripts of some pupils did not extend much beyond this limit. At intervals throughout the marking programme sets of ten essays were exchanged between raters and the results compared to ensure that the standard of marking remained consistent and that no bias or 'expectancy set' concerning the errors occurred.

The second focus of the investigation consisted of an analysis of pupils' use of language, or more specifically their use of adjectives and adverbs, in the essays sampled. The separate analyses of adverbs and adjectives were conducted independently on the individual samples of 435 scripts previously analysed for mechanical accuracy, both raters focusing on the same 100-word units in their assessments of the different parts of speech.

In the literature reviewed, Bernstein (1962) reported that middle class children used a wider range of adjectives and adverbs and also a greater number of adjectives than did working class children. Similar findings were described by Lawton (1968) and Henderson (1970), and Henderson also indicated that girls used more adjectives than boys. While there are, therefore, a number of examples in the literature of investigations into the use of adjectives and adverbs in general, there appear to have been few attempts to classify these parts of speech, or to explore the possibility that different types of adjectives or adverbs may be used in different degree by different kinds of children.

The system of classification of adjectives employed in the present investigation identified four major types of adjectives (Nesfield, 1922):

1. Adjectives of Quality: good, bad, English, French;
2. Adjectives of Quantity: some, much, enough, any;
3. Adjectives of Number: one, two, twenty;
4. Adjectives of Distinction: this, there, first, last, either, neither.

However, Lawton (1963) found that less able pupils made repeated use of the same few adjectives in their writing, making the point, by implication, that a gross total of adjectives, however classified, may not be a true reflection of linguistic diversity. It is interesting to note in this connection that the misuse and over-use of the adjectives 'good' and 'great' in the 1977 GCE Examination were recently criticised by the English Language Examination Board.

In the present study, therefore, a count was made of the number of different adjectives used, referred to as the Total Type Adjectives, a count of the total number of adjectives used regardless of repetition, referred to as the Total Token Adjectives, and the number of different adjectives expressed as a percentage of the total, referred to as the Type-Token Ratio. Seven measures of the use of adjectives were therefore derived from the first set of 435 scripts for further analysis, four referring to the different types of adjectives employed by pupils, and three relating to their total and proportional occurrence in the sample being studied.

The parallel analysis of the second set of 435 scripts consisted of an examination of the use of adverbs in children's writing. Loban (1963), in his longitudinal study of the language of 338 elementary schoolchildren from kindergarten to age 7, found that the complexity of grammatical structure in children's speech was associated with general proficiency in language and with socio-economic status. Adverb and noun clauses were used more frequently than adjective clauses, and adverbial clauses discriminated more significantly between proficient and less proficient children than either adjectival or noun clauses.

In the present study adverbs were classified according to the following six types (Nesfield, 1922):

1. Adverbs of Time: before, since;
2. Adverbs of Place: here, there;
3. Adverbs of Description: slowly, surely;
4. Adverbs of Number: once, twice;
5. Adverbs of Quantity, Extent or Degree: much, very, partly;
6. Adverbs of Affirmation or Denial: certainly, not at all.

As in the case of the classification of adjectives, adverbs were categorised in terms of the incidence of different kinds of adverbs (Type), the total incidence of adverbs irrespective of repetition (Token), and the proportional occurrence of different kinds of adverbs (Type-Token Ratio), yielding nine classifications of adverbs for further analysis.

In brief, therefore, two samples of 435 scripts were selected from the essays written by 2632 first year secondary school pupils, and both samples were analysed by two independent raters in terms of their grammatical and mechanical accuracy using Statham's (1976) Mechanical Accuracy Measure. Pupils' use of language in the first of these samples was then analysed in terms of the type and incidence of adjectives, and in the second in terms of the type and incidence of adverbs. In all cases the first 100 words in each script constituted the unit of assessment so that the more fluent (or rapid) writers would not be unduly advantaged, and the scripts of the less fluent would be marked representatively.

## 6.3 ANALYSIS

Data resulting from the analysis of grammatical and mechanical accuracy are presented firstly in terms of the overall frequency with which different errors occurred in pupils' writing, and also with reference to the preponderance of different kinds of errors committed relative to the total number of errors observed. The findings for both samples of 435 essays are reported separately in each case, and comparisons are drawn between the results of the present investigation and those reported by Bennett (1976) as a result of the original application of the Mechanical Accuracy Measure.

The errors are then analysed in terms of the personal characteristics of the pupils surveyed (their sex, age and verbal reasoning ability), selected facets of their socio-economic status (family size, father's occupation and levels of pupils' occupational aspirations), aspects of home literacy (frequency of parents' reading and encouragement of children's reading in the home), and pupils' own reading habits and preferences (whether for magazines, comics, newspapers or books). This section of the analysis concludes with an examination of the incidence and kinds of error occurring in pupils' writing relative to the types of secondary school to which they had transferred.

The separate analyses of adjectives and adverbs are similarly ordered, firstly in terms of their overall distribution, and then in terms of their relationships with pupils' personal and socio-economic attributes, the reading environments of the home, and the characteristics of their secondary schools. Where possible, the results from the analyses of both sets of essays are presented jointly throughout to illustrate the comparability of inferences drawn from parallel samples and different types of linguistic analysis.

## 6.4 FREQUENCY AND TYPES OF ERROR IN PUPILS' WRITING

In the first part of this analysis the sum of the errors within each of the four main categories is expressed as a percentage of the total number of errors observed in order to provide some indication of the types of error prevalent in pupils' writing. The results for each of the raters separately, their combined totals, and comparable information from original data independently supplied by Bennett are illustrated in Table 6.4.1. The average age of the secondary school sample was 12 years 2 months at the time of testing, that of Bennett's (1976) upper primary school sample 10 years 7 months.

Table 6.4.1: *Error types as percentages of total errors*

| Type of Error | Rater 1 (N=435) | Rater 2 (N=435) | Total (N=870) | Bennett (1976) (N=288) |
|---|---|---|---|---|
| Punctuation Errors | 65 | 63 | 64 | 64 |
| Phonetic Misspelling | 23 | 20 | 22 | 27 |
| Misspelling by Analogy | 4 | 4 | 4 | 3 |
| Carelessness | 9 | 13 | 11 | 7 |

Table 6.4.1 indicates that, despite the fact that Bennett's (1976) sample was selected on the basis of criteria other than its representativeness in the general population, and that each of the present sub-samples consisted of an amalgam of pupils from four types of secondary school which were unweighted in regard to their representation in the total population, the proportional occurrence of different kinds of error in the writing of Northern Ireland first-year secondary school pupils is remarkably similar to that reported for English upper primary school pupils. Both studies also indicated that errors occurred most frequently in the punctuation category of the Mechanical Accuracy Measure, and with reference to similar types of inaccuracy. The most common types of error within this category were those involving misuse or omission of capital letters (24% of total errors), commas (14%), and full stops (13%). The same three categories were also referred to in the report of the Associated Examiner's Board (1978) as being frequent sources of error in GCE English Language examination scripts.

Within the phonetic misspelling category, confusion of word-pairs, whether of the same or different parts of speech, accounted for 7.5% of the total errors made. These errors occurred most frequently in regard to the following word-pairs: 'our/are/or', 'where/were', 'of/off' and 'to/too/two'. In many cases the same word was used correctly and incorrectly in the same sentence: e.g. 'We are counted in are first period'; 'Quite often in the first week I was not sure were we were going'.

In terms of the overall comparison of the kinds of error occurring in both samples, it may be noted that despite the differences in age, punctuation errors were found in the same degree in the writing of both English and Northern Ireland pupils; that errors attributable to phonetic misspelling were somewhat less pronounced in the Northern Ireland sample; that misspelling by analogy was generally infrequent and occurred in comparable degree in both samples, but that errors attributable to carelessness formed a higher proportion of the errors noted in the scripts of the Northern Ireland sample. However, this latter finding may be attributable to the relative frequency of dialect misspelling (door:*dour*) in the present sample. An original version of the Mechanical Accuracy Measure contained the error sub-category Phonetic (Regional) Misspelling, but due to 'difficulties in establishing regional pronunciations with any degree of certainty', the item was eliminated.

This analysis has illustrated the prevalence of different kinds of error in pupils' writing relative to the total number of errors observed. However, it does not indicate the average occurrence per pupils of such errors, or how individual Northern Ireland pupils compared with their English upper primary school counterparts. The Bullock Report refers to Harpin's (1973) evidence of a general relationship between age and linguistic maturity in which a relative decline in written output was observed in the final year of primary school. Evidence of a resumed progression in the first year at secondary school has also been suggested by Lawton (1968).

Table 6.4.2: *Average incidence of error types*

| Type of Error | Rater 1 (N=435) | Rater 2 (N=435) | Total (N=870) | Bennett (1976) (N=288) |
|---|---|---|---|---|
| Punctuation Errors | 8.5 | 8.5 | 8.5 | 11.9 |
| Phonetic Misspelling | 2.7 | 3.0 | 2.8 | 4.5 |
| Misspelling by Analogy | 0.5 | 0.5 | 0.5 | 0.6 |
| Carelessness | 1.7 | 1.1 | 1.4 | 1.1 |

Table 6.4.2 illustrates the average number of errors within each of the four main error categories of the MAM which occurred in the writing of the

present sample of first-year secondary school pupils (average age 12;2, and contrasts the results with those found in the essays written by Bennett's (1976) primary school sample (average age 10;7). Here the findings of Harpin (1973) and Lawton (1968) are in the main supported, the average number of errors in three of the four error categories being rather less apparent in the essays of older secondary school pupils.

Disregarding any effects which might be attributable to sampling bias or to teaching, it might therefore be concluded from the comparative evidence reviewed that as children grow older they tend to make the same kinds of error in their written English, but at a reduced level of frequency, as they progress from primary to secondary school.

## 6.5 DISTRIBUTION OF ADJECTIVES AND ADVERBS

Tables 6.5.1 and 6.5.2 illustrate the average number of adjectives and adverbs employed by pupils in the first 100 words of the essays sampled, and also the proportional occurrence of different kinds of adjectives and adverbs relative to the total numbers observed.

Table 6.5.1: *Average and proportional occurrence of types of adjectives - Sample 1 (N=435)*

| | Mean per pupil | Proportion per 100 word unit |
|---|---|---|
| Quality | 3.2 | 30.5 |
| Quantity | 0.9 | 8.6 |
| Number | 1.3 | 12.4 |
| Distinction | 2.4 | 22.9 |
| Possession | 2.7 | 25.7 |

In the case of adjectives, it may be noted that adjectives of quality (good, bad) were employed most frequently by pupils, and that such adjectives constituted the greatest proportion of all adjectives observed. Adjectives of distinction (first, last) and possessive adjectives (my, their) were the second most commonly used adjectives, while adjectives of number (one, two), and adjectives of quantity (much, none) were the least frequently employed of all types of adjectives included in the analysis.

Table 6.5.2: *Average and proportional occurrence of types of adverbs - Sample 2 (N=435)*

| | Mean per pupil | Proportion per 100 word unit |
|---|---|---|
| Description | 2.4 | 25.0 |
| Quantity | 1.1 | 11.5 |
| Number | 0.6 | 6.3 |
| Place | 0.8 | 8.3 |
| Time | 3.9 | 40.6 |
| Affirmation or Denial | 0.8 | 8.3 |

In the case of adverbs, Table 6.5.2 indicates that adverbs of time (before, since) were most frequently used by pupils, and that adverbs of description (quickly, surely) were the second most frequently used adverbial type; that adverbs of quantity (very, partly), adverbs of place (here, there) and adverbs of affirmation or denial (certainly, not at all) occurred less commonly in pupils' writing, and that adverbs of number (once, twice) were least in evidence in the essays rated.

Bearing in mind that pupils were required to write simple narrative accounts of their school day, it is perhaps to be expected that adverbs of time and adjectives of quality should rank foremost in the essays rated, and that adjectives of distinction and possession and adverbs of description should also occur relatively frequently in pupils' writing. A point of some interest, however, is the different use made by pupils of the parts of speech relating to number and quantity, adverbs of quantity (very, partly) being used more frequently than adjectives of quantity (much, none), whereas adjectives of number (one, two) were used more frequently than adverbs of number (once, twice).

Among the more noteworthy results to emerge from these analyses are the findings which relate to the gross totals or token adjectives and adverbs apparent in pupils' essays, the number of adjectives and adverbs of different type when repetitions were excluded, and the proportional occurrence of different types of adjectives and adverbs when expressed as a percentage of the totals observed, or the type-token ratios.

Table 6.5.3: *Type-token ratios for adjectives and adverbs*

| | Sample 1 (N=435) Adjectives | Sample 2 (N=435) Adverbs |
|---|---|---|
| Total Type | 8.0 | 7.2 |
| Total Token | 10.5 | 9.6 |
| Total Type/ Token Ratio | 76.2 | 77.0 |

Table 6.5.3 indicates that independent ratings of two separate samples of essays in which the focus of analysis consisted of two distinct parts of speech yielded results which indicate that adjectives and adverbs were employed with similar frequency in pupils' essays, that different types of adjectives and adverbs were also employed with comparable (gross) frequency, and that the amount of repetition was virtually identical in the case of both parts of speech.

## 6.6 PUPILS' PERSONAL CHARACTERISTICS, THEIR MECHANICAL ACCURACY AND THEIR USE OF LANGUAGE

Bennett (1976) reported that the girls in his sample tended to make slightly more punctuation errors than boys, but made fewer errors attributable to phonetic misspelling, misspelling by analogy or general carelessness. He further concluded that discrepancies in spelling proficiency were attributable more to differences in sex than to teaching methods in that 'girls invariably produced better quality work than boys, a fairly common result among pupils of this age'. Brandis, Henderson and Bernstein (1970) likewise reported that, in terms of their use of language, the girls in their sample used significantly more adjectives, whether type or token, than the boys. However, Templin (1957) and Harrell (1957) failed to find appreciable differences between the sexes in either sentence structure and articulation or general syntactical maturity.

Table 6.6.1: *Mechanical errors by sex of pupil*

| | | Boys (S1=244) (S2=245) Mean | Girls (S1=174) (S1=172) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Punctuation | S1 | 9.1 | 7.4 | 9.1 | .003 |
| Errors | S2 | 8.6 | 8.0 | 1.6 | N.S. |
| Phonetic | S1 | 3.3 | 1.8 | 18.2 | .000 |
| Misspellings | S2 | 3.4 | 2.2 | 12.5 | .000 |
| Misspelling | S1 | 0.6 | 0.4 | 5.7 | .017 |
| by Analogy | S2 | 0.6 | 0.4 | 6.2 | .013 |
| Carelessness | S1 | 2.1 | 1.2 | 19.8 | .000 |
| | S2 | 1.2 | 0.9 | 3.2 | N.S. |
| Total | S1 | 15.0 | 10.1 | 22.9 | .000 |
| Errors | S2 | 13.9 | 11.4 | 8.9 | .003 |

Table 6.6.1 illustrates the differences obtained in the present study between boys and girls in each error category of the Mechanical Accuracy Measure, and also in terms of the total number of errors observed. The results are presented in parallel for both independently-rated samples (S1, S2), and indicate that in each of the error categories of the MAM, including that relating to punctuation, girls were consistently and significantly more proficient than boys. While the magnitude of differences pertaining to errors due to punctuation and carelessness was significant in the case of one sample only, the trend of the differences in all error categories and also for the total errors observed was uniformly indicative of the greater accuracy of girls.

Table 6.6.2 illustrates the differences obtained between boys and girls in the analysis separately concerned with pupils' use of adjectives. Here the differences obtained are marginal, girls tending to use significantly more adjectives of quality (good, bad), while boys employed significantly more adjectives of number (one, two). This may indicate a more quantitative approach on the part of boys to their evaluation of the school (how many?), whereas girls may have tended to see their school day in more qualitative terms (what kind?). Henderson (1970) reported that the girls in her sample made more use of adjectives than boys. In this study, while the total number of different adjectives employed by girls was somewhat greater than boys, such differences were not significant when expressed in terms of the type-token ratio.

Table 6.6.2: *Use of adjectives by sex of pupil*

| | Boys (N=245) Mean | Girls (N=172) Mean | F-Ratio | P |
|---|---|---|---|---|
| Quality | 3.0 | 3.5 | 4.3 | .039 |
| Quantity | 0.9 | 0.9 | 0.0 | N.S. |
| Number | 1.4 | 1.0 | 7.4 | .007 |
| Distinction | 2.4 | 2.5 | 0.2 | N.S. |
| Possession | 1.4 | 1.5 | 3.1 | N.S |
| Type | 7.9 | 8.3 | 1.3 | N.S. |
| Token | 10.4 | 10.8 | 1.3 | N.S. |
| T/T Ratio | 78.5 | 78.4 | 0.0 | N.S. |

Table 6.6.3 indicates the differences obtained between boys and girls in the analysis specifically concerned with pupils' use of adverbs.

Table 6.6.3: *Use of adverbs by sex of pupil*

| | Boys (N=244) Mean | Girls (N=174) Mean | F-Ratio | P |
|---|---|---|---|---|
| Description | 2.2 | 2.8 | 9.3 | .008 |
| Quantity | 1.2 | 1.2 | 0.2 | N.S. |
| Number | 0.6 | 0.5 | 0.1 | N.S. |
| Time | 3.9 | 3.8 | 0.1 | N.S. |
| Place | 0.9 | 0.7 | 1.6 | N.S. |
| Affirmation/ Denial | 0.7 | 0.9 | 3.3 | N.S. |
| Type | 7.1 | 7.5 | 2.9 | N.S. |
| Token | 9.4 | 9.9 | 2.2 | N.S. |
| T/T Ratio | 77.4 | 77.8 | 0.1 | N.S. |

Again, with the exception of adverbs of description (quickly, fairly), of which girls used significantly more than boys, the results are largely non-significant. It is noticeable, however, that whereas girls tended to use more adjectives than boys, the same did not always obtain in the case of adverbs. The differences here, though marginal, indicate that boys used more adverbs of number, time and place, whereas girls used more adverbs of description, affirmation and denial. Such discrepancies may again reflect the more expressive accounts of their school day given by girls as opposed to the more factual descriptions given by boys.

The second characteristic considered in this section in relation to mechanical accuracy and use of language in pupils' writing is chronological age. In the most recent study of relevance to the present enquiry, Harpin (1973) investigated the effects of social and educational influences upon junior school pupils' acquisition of grammar. His study, which included an analysis of the written work of 290 pupils within the age ranges 7-8, 8-9 and 9-10, respectively, indicated that 'the advance towards linguistic maturity is modest but steady over the first junior school year, quickening somewhat in the second year, accelerating markedly in the third, and slowing to something like the first year pace in the fourth'. The evidence supported his hypothesis that 'amount of writing will increase with age, but not necessarily at a constant rate'. He further concluded, with some reservations, that 'the additional hint of a fourth year plateau (ages 10-11)....may have some relevance to the problems of transition from primary to secondary schools'.

The average age of the present sample was 12 years 2 months at the time of testing, and the age distribution ranged from 11 years 4 months to 13 years 6 months. Analysis of variance, grouping pupils in terms of 7 age intervals within this distribution, failed to discriminate between the age groups in terms of their performance on the Mechanical Accuracy Measure. The only other aspect of pupils' use of language considered in relation to age was their use of adjectives, and here the relationship was significant in respect of the type-token ratio at the .05 level only, older pupils (12;3-13;3) tending to employ a greater variety of adjectives relative to their totals than younger pupils (11;6-12;3).

The third pupil characteristic examined in regard to pupils' accuracy and use of language was their scores on the NFER Verbal Reasoning Test EF. LaBrant (1933) found that increased sophistication in sentence-structure complexity among American primary schoolchildren was a function of both chronological and mental age. Schonell (1948) and Harrell (1957) also found that the proportion of compound and complex sentences increased with mental age, and in the most recent British study in this area, Harpin (1973) reported that 'ability, as measured by the tests employed in this investigation, seems to be a strong predictor of performance in writing, and, on the evidence presented here, the verbal test is the more powerful instrument'.

Table 6.6.4: *Mechanical errors by verbal reasoning scores*

| | | VRQ 70-110 (S1=215) (S2=221) Mean | VRQ 111-140 (S1=215) (S2=210) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Punctuation Errors | S1 | 10.2 | 6.7 | 45.0 | .000 |
| | S2 | 10.4 | 6.5 | 68.9 | .000 |
| Phonetic Misspelling | S1 | 4.1 | 1.3 | 86.0 | .000 |
| | S2 | 4.5 | 1.5 | 76.6 | .000 |
| Misspelling by Analogy | S1 | 0.8 | 0.3 | 30.2 | .000 |
| | S2 | 0.7 | 0.3 | 17.1 | .000 |
| Carelessness | S1 | 2.4 | 1.0 | 56.2 | .000 |
| | S2 | 1.5 | 0.7 | 28.8 | .000 |
| Total Errors | S1 | 17.5 | 9.3 | 108.6 | .000 |
| | S2 | 17.1 | 9.1 | 123.3 | .000 |

In the present study, when the mechanical errors of those who scored above the means of the respective sub-samples on the verbal reasoning test were compared with those who scored below this level (Table 6.6.4), consistent differences which were significant at the <.001 level and which favoured the high scoring groups in both independent samples were found in each of the four error categories and total errors of the Mechanical Accuracy Measure. It was noticeable, also, that the mean VRQ scores for both unweighted samples were 110.7 and 110.4, respectively, again indicative of the fact that pupils' average scores on Verbal Test EF in the present enquiry were considerably higher than the standardised mean for this test.

In order to obtain a more accurate profile of the relationships between verbal reasoning scores and mechanical errors, MAM scores were plotted graphically for each error category in turn against seven intervals of the VRQ distribution. Standardised rather than raw verbal reasoning scores were employed in each analysis because of LaBrant's (1933) finding that increased linguistic competency in schoolchildren is a function of both chronological and mental age.

Figures 6.6.1 to 6.6.4 illustrate the nature of these relationships for each of the four error categories of the MAM. Because of the close similarity of the relationships obtained in both independent samples, the results for each error category are presented alternately from each sample. The evidence in the case of errors due to punctuation, phonetic misspelling, misspelling by analogy and general carelessness indicates that, irrespective of separate samples or independent raters, a clear, linear relationship existed between verbal reasoning scores and mechanical proficiency in pupils' writing. The higher the verbal reasoning quotient, the less frequent were the errors in all categories observed.

The equivalence of the results obtained in both samples is perhaps best illustrated in Figures 6.6.5 and 6.6.6, where the total error scores for pupils of various levels of intelligence are presented in parallel. The trend is again clearly linear, and the correspondence between decrease in average errors and increase in IQ interval scores is virtually absolute in both samples.

Table 6.6.5 illustrates the use of adjectives of pupils who scored above and below the sample mean on the verbal reasoning test.

Table 6.6.5: *Use of adjectives by verbal reasoning scores*

| | VRQ 70-110 (N=210) Mean | VRQ 111-140 (N=221) Mean | F-Ratio | P |
|---|---|---|---|---|
| Quality | 3.2 | 3.1 | 0.0 | N.S. |
| Quantity | 0.8 | 0.9 | 0.1 | N.S. |
| Number | 1.4 | 1.2 | 2.6 | N.S. |
| Distinction | 2.2 | 2.7 | 5.9 | .015 |
| Possession | 2.6 | 2.8 | 1.1 | N.S. |
| Type | 7.7 | 8.4 | 5.9 | .015 |
| Token | 10.2 | 10.7 | 1.8 | N.S. |
| T/T Ratio | 77.0 | 79.9 | 3.4 | N.S. |

The results indicate that pupils who obtained high VRQ scores were found to have employed significantly more adjectives of distinction (first, last) than their fellows. High scoring pupils also used a significantly wider range of adjectives in their essays, though the difference in the type-token ratio was not significant. In terms of the general trends of the evidence, the more intelligent pupils also used more adjectives of possession (my, their), whereas the less intelligent pupils used more adjectives of number (one, two).

Table 6.6.6 presents the results of a similar analysis which was conducted

Figures 6.6.1 - 6.6.6: *Graphical Relationships between Mechanical Error Categories and Pupils' Verbal Reasoning Scores.*

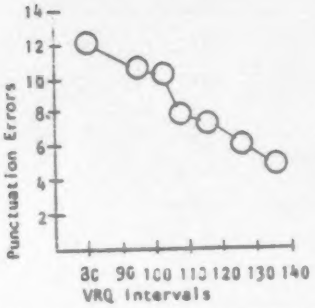

Figure 6.6.1: VRQ by Punctuation Errors

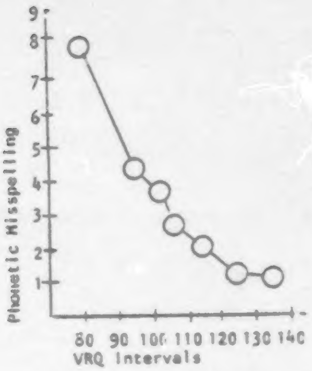

Figure 6.6.2: VRQ by Phonetic Misspelling

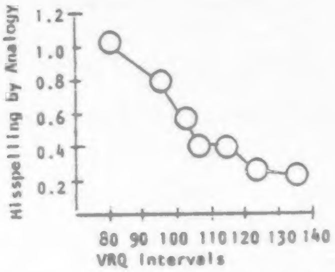

Figure 6.6.3: VRQ by Analogy Errors

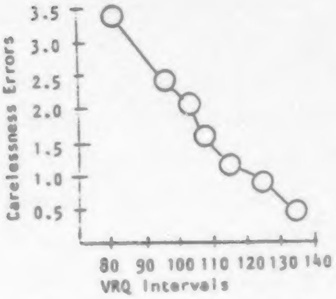

Figure 6.6.4: VRQ by Carelessness

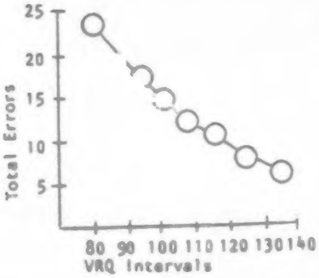

Figure 6.6.5: VRQ by Total Errors (First Sample)

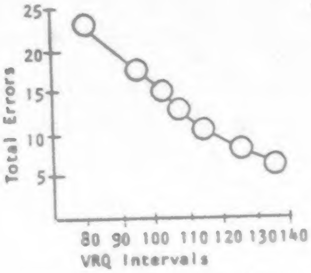

Figure 6.6.6: VRQ by Total Errors (Second Sample)

on the second sample of essays in regard to pupils' use of adverbs.

Table 6.6.6: *Use of adverbs by verbal reasoning scores*

| | VRQ 70-110 (N=215) Mean | VRQ 111-140 (N=215) Mean | F-Ratio | P |
|---|---|---|---|---|
| Description | 2.4 | 2.4 | 0.0 | N.S. |
| Quantity | 1.2 | 1.1 | 0.2 | N.S. |
| Number | 0.6 | 0.6 | 0.1 | N.S. |
| Time | 3.8 | 4.0 | 0.7 | N.S. |
| Place | 0.9 | 0.8 | 0.6 | N.S. |
| Affirmation/ Denial | 0.9 | 0.7 | 4.5 | .035 |
| Type | 7.0 | 7.3 | 1.6 | N.S. |
| Token | 9.7 | 9.5 | 0.3 | N.S. |
| T/T Ratio | 74.4 | 79.5 | 11.0 | .001 |

The only significant differences obtained in this analysis indicated that low-scoring pupils on the verbal reasoning test used significantly more adverbs of affirmation and denial (not at all, definitely) than their peers, whereas high-scoring pupils more frequently used different types of adverbs, relative to their totals, than their peers. However, when the total number of different types of adjectives and adverbs, excluding repetition, was plotted against the seven verbal reasoning score intervals for both independent samples, the results, as illustrated in Figures 6.6.7 and 6.6.8, indicate that the variety of both adjectives and adverbs employed by pupils bore linear relationships with their scores on the verbal reasoning test, a slight reversal in this trend occurring in both independent analyses in the VRQ range 110-120.

The fourth pupil characteristic to be considered in this section in relation to mechanical accuracy and use of language is family size. Nisbet (1961) suggested that children from large families do not have the opportunity to acquire language directly from their parents, but rather acquire their speech models, often incorrectly, from older brothers and sisters. However, while Harpin (1973) found significant differences on the English Picture Vocabulary Test in favour of pupils from families with one or two children, the effects of size of family and position in family tended to be of little significance in predicting written language performance: 'Only with extreme contrasts of 1-2 children families versus families of 5 or more children....

**Figures 6.6.7 - 6.6.8:** *Graphical Relationships between VRQ Score Intervals and Adjectival and Adverbial Types.*

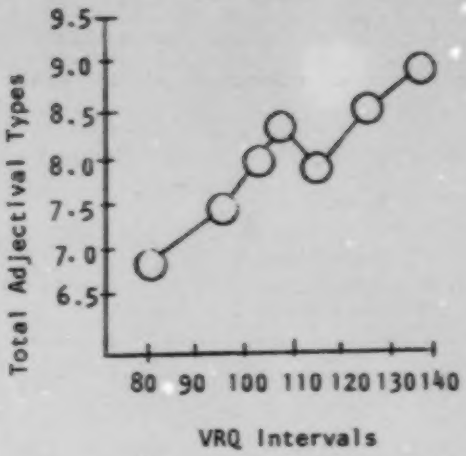

Figure 6.6.7: VRQ by Adjectival Types
(First Sample)

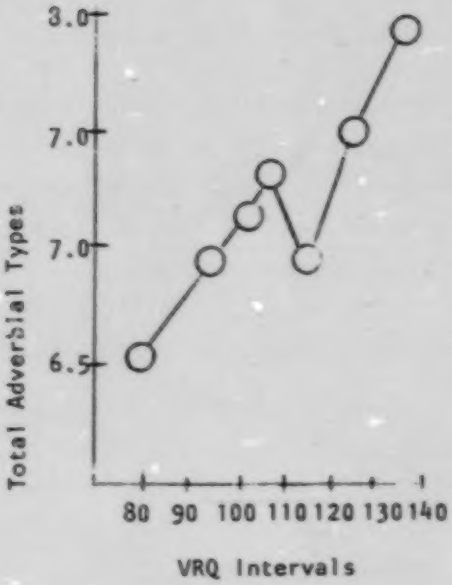

Figure 6.6.8: VRQ by Adverbial Types
(Second Sample)

is there any consistent evidence of some advantage for those belonging to the smaller units'.

In order to test Harpin's observation, pupils were categorised in the present investigation according to whether they came from families of two or fewer children, three or four children, or more than four children. The error scores obtained by these three types of children in the four categories of the Mechanical Accuracy Measure, and also the total number of errors observed, are illustrated in Table 6.6.7.

Table 6.6.7: *Mechanical errors by family size*

| | 2 or fewer children (N=103) | 3 or 4 children (N=158) | More than 4 children (N=156) | F-Ratio | P |
|---|---|---|---|---|---|
| Punctuation Errors | 7.1 | 9.2 | 8.4 | 5.1 | .026 |
| Phonetic Misspelling | 2.3 | 2.7 | 3.6 | 4.8 | .030 |
| Misspelling by Analogy | 0.4 | 0.4 | 0.6 | 2.9 | N.S. |
| Carelessness | 0.9 | 1.0 | 1.4 | 3.8 | .047 |
| Total Errors | 10.6 | 13.3 | 14.0 | 5.5 | .021 |

The results show a significant relationship between family size and number of errors in three of the four error categories of the Mechanical Accuracy Measure, the differences in regard to misspelling by analogy being non-significant. A significant relationship was also found between family size and total MAM errors, where it is noticeable that the differences between the average errors of children from 'medium' versus 'small' families was, in fact, greater than that between children from 'medium' versus 'large' families.

Table 6.6.8 illustrates the relationships obtained between family size and pupils' use of adjectives. Significant differences favouring pupils from smaller families occurred in relation to the total number of different adjectives employed (type) and the type-token ratio. While there is little indication of a progressive decrease in proficiency relative to gradients in family size, the evidence does suggest that linguistic maturity was more characteristic of pupils from families of less than four children.

The final set of pupil characteristics to be considered in this section relates to social class differences in language proficiency, whether in terms

Table 6.6.8: *Use of adjectives by family size*

| | 2 or fewer children (N=103) | 3 or 4 children (N=158) | More than 4 children (N=156) | F-Ratio | P |
|---|---|---|---|---|---|
| Quality | 3.2 | 3.4 | 2.9 | 2.0 | N.S. |
| Quantity | 0.9 | 0.8 | 0.9 | 0.4 | N.S. |
| Number | 1.4 | 1.3 | 1.1 | 1.1 | N.S |
| Distinction | 2.5 | 2.7 | 2.3 | 1.2 | N.S. |
| Possession | 2.7 | 2.6 | 2.7 | 0.1 | N.S. |
| Type | 8.4 | 8.6 | 7.4 | 7.4 | .007 |
| Token | 10.7 | 10.9 | 10.0 | 2.5 | N.S. |
| T/T Ratio | 80.1 | 80.7 | 75.1 | 5.5 | .020 |

of fathers' occupations or the occupational aspirations of pupils themselves. More extensively documented than most other influences on linguistic development, the debate on social class in recent years had tended to focus upon the tenability of Bernstein's (1961, 1965) formulation of his 'restricted' and 'elaborated' codes of communication. In the restricted code, 'sentences are short and simple, and often elliptical. There is little use of subordinate clauses for elaborating sentence content. It is a language of implicit meaning, easily understood and commonly shared, often in impersonal situations'. Alternatively, the elaborated code is 'highly individualised, and the message is usually specific to a particular topic, person or situation. It permits of a wider and more complex range of thought'. Bernstein (1965) also suggested that such codes were differentially employed by the different social classes relative to the ways in which they organise and respond to different social experiences, and that one of the established characteristics of the elaborated code is its 'discriminative selection from a range of adjectives and adverbs'.

In the present study, both fathers' occupations and pupils' occupational aspirations were categorised according to the Registrar General's *Classification of Occupations* (1970). The statistical analysis for both independent samples, as illustrated in Table 6.6.9, indicates a progressive, if somewhat irregular increase in pupils' mechanical errors in each of five categories of fathers' occupations from professional (I) to partly-skilled(IV). Moreover, the discrepancies between the different socio-economic groupings were statistically significant both in terms of total errors and in respect of three of the four types of error represented in the mechanical accuracy measure. Errors attributable to misspelling by analogy were not, however, significantly

Table 6.6.9: *Mechanical errors by social class of fathers' occupations*

| | | I<br>Professional<br>(S1=25)<br>(S2=24)<br>Mean | II<br>Intermediate<br>(S1=88)<br>(S2=100)<br>Mean | IIIN<br>Skilled (NM)<br>(S1=33)<br>(S2=35)<br>Mean | IIIM<br>Skilled (M)<br>(S1=121)<br>(S2=117)<br>Mean | IV<br>Partly-Skilled<br>(S1=57)<br>(S2=61)<br>Mean | V<br>Unskilled<br>(S1=13)<br>(S2=9)<br>Mean | F-Ratio | P |
|---|---|---|---|---|---|---|---|---|---|
| Punctuation Errors | S1 | 7.1 | 6.2 | 8.5 | 8.9 | 9.8 | 5.9 | 4.5 | .001 |
| | S2 | 6.1 | 7.0 | 9.7 | 8.9 | 9.0 | 8.0 | 3.3 | .007 |
| Phonetic Misspelling | S1 | 1.6 | 1.8 | 2.6 | 2.6 | 3.8 | 1.8 | 3.1 | .010 |
| | S2 | 1.2 | 2.1 | 3.2 | 3.0 | 4.6 | 1.4 | 4.8 | .000 |
| Misspelling by Analogy | S1 | 0.4 | 0.4 | 0.6 | 0.6 | 0.4 | 0.6 | 1.0 | N.S. |
| | S2 | 0.3 | 0.6 | 0.3 | 0.6 | 0.5 | 0.1 | 1.2 | N.S. |
| Carelessness | S1 | 1.2 | 1.1 | 1.5 | 1.9 | 1.8 | 1.9 | 2.9 | .016 |
| | S2 | 1.1 | 0.9 | 1.0 | 1.4 | 1.0 | 0.8 | 1.6 | N.S. |
| Total Errors | S1 | 10.2 | 9.5 | 13.2 | 14.1 | 15.9 | 10.2 | 5.4 | .000 |
| | S2 | 8.7 | 10.6 | 14.3 | 13.8 | 15.1 | 10.3 | 4.5 | .000 |

Table 6.6.10: *Mechanical errors by social class of pupils' job aspirations*

| | I<br>Professional<br>(N=54)<br>Mean | II<br>Intermediate<br>(N=132)<br>Mean | IIIN<br>Skilled (NM)<br>(N=50)<br>Mean | IIIM<br>Skilled (M)<br>(N=88)<br>Mean | IV<br>Partly-Skilled<br>(N=21)<br>Mean | V<br>Unskilled<br>(N=2)<br>Mean | F-Ratio | P |
|---|---|---|---|---|---|---|---|---|
| Punctuation Errors | 6.9 | 7.6 | 8.6 | 10.3 | 7.8 | 6.5 | 3.5 | .005 |
| Phonetic Misspelling | 1.7 | 2.4 | 2.2 | 8.2 | 2.4 | 1.5 | 2.0 | N.S. |
| Misspelling by Analogy | 0.4 | 0.5 | 0.5 | 0.8 | 0.4 | 0.0 | 1.6 | N.S. |
| Carelessness | 1.2 | 1.6 | 1.4 | 2.4 | 1.2 | 1.0 | 3.5 | .004 |
| Total Errors | 10.1 | 12.1 | 12.7 | 16.6 | 11.9 | 9.0 | 4.9 | .000 |

differentiated by social class in either sample.

Table 6.6.10 displays the average errors which occurred in the essays of pupils who aspired to occupations of differing socio-economic level on leaving school. As previously, there is a tendency for errors to increase in all categories in a progression from professional to skilled occupational aspirations, such differences being most significantly apparent in relation to punctuation errors, general carelessness and total errors.

It is noticeable, however, that the inverse relationships between social class and number of errors is not absolute in either of these analyses, particularly in regard to Social Class V in which the number of errors appears to decrease. This may be attributable to the considerable attenuation in group size at these extremes, or to the comparative brevity of the essays submitted by such pupils.

Table 6.6.11 illustrates pupils' use of different kinds of adjectives in the first sample of 435 essays relative to the social class of their fathers' occupations. No significant differences were found in the ways in which the five defined categories of adjectives were used by the six groups. Adjectives of number (one, two), adjectives of distinction (first, last) and adjectives of possession, (my, their) tended to increase from Social Classes I to V, whereas adjectives of quality (good, bad) tended to decrease in number between these groups. However, the only significant difference to emerge from this analysis was that pertaining to the type-token ratio, the progressive decline in averages from Social Classes I to V being indicative of a narrower range of adjectives in the essays of pupils in the partly-skilled and manual groups relative to their peers.

Table 6.6.12 indicates pupils' use of adverbs in the second group of essays sampled in relation to the social class of their fathers' occupations. Here again the differences in regard to pupils' use of specific types of adverbs were marginal. However, as previously, pupils from non-manual backgrounds employed a wider range of adverbs, relative to their totals, significantly more consistently than pupils from manual backgrounds, the differences being most apparent in regard to pupils from intermediate as opposed to unskilled socio-economic backgrounds.

In sum, therefore, the evidence would suggest an increase in the number of errors and a decrease in the range of adjectives and adverbs employed in the written English of pupils whose socio-economic backgrounds or occupational aspirations were categorised in the Registrar General's Classifications I to V.

Table 6.6.11: *Use of adjectives by social class of fathers' occupation*

| | I<br>Professional<br>(N=24)<br>Mean | II<br>Intermediate<br>(N=100)<br>Mean | IIIN<br>Skilled (NM)<br>(N=35)<br>Mean | IIIM<br>Skilled (M)<br>(N=117)<br>Mean | IV<br>Partly-Skilled<br>(N=61)<br>Mean | V<br>Unskilled<br>(N=9)<br>Mean | F-Ratio | P |
|---|---|---|---|---|---|---|---|---|
| Quality | 4.1 | 3.3 | 2.9 | 2.9 | 3.3 | 2.7 | 1.3 | N.S. |
| Quantity | 1.0 | 0.9 | 1.0 | 0.7 | 0.8 | 0.8 | 0.8 | N.S. |
| Number | 1.0 | 1.2 | 1.1 | 1.2 | 1.5 | 0.9 | 0.5 | N.S. |
| Distinction | 2.5 | 2.3 | 2.8 | 2.7 | 3.0 | 3.0 | 1.0 | N.S. |
| Possession | 2.4 | 2.6 | 2.6 | 2.6 | 3.0 | 3.2 | 0.6 | N.S. |
| Type | 8.9 | 8.1 | 7.9 | 8.0 | 8.1 | 7.7 | 0.4 | N.S. |
| Token | 10.9 | 10.1 | 10.5 | 10.3 | 11.6 | 10.6 | 1.4 | N.S. |
| T/T Ratio | 82.7 | 81.2 | 76.5 | 79.6 | 71.9 | 75.7 | 3.3 | .007 |

Table 6.6.12: *Use of adverbs by social class of fathers' occupation*

| | I<br>Professional<br>(N=25)<br>Mean | II<br>Intermediate<br>(N=88)<br>Mean | IIIN<br>Skilled (NM)<br>(N=33)<br>Mean | IIIM<br>Skilled (M)<br>(N=121)<br>Mean | IV<br>Partly-Skilled<br>(N=57)<br>Mean | V<br>Unskilled<br>(N=13)<br>Mean | F-Ratio | P |
|---|---|---|---|---|---|---|---|---|
| Description | 2.0 | 2.6 | 2.6 | 2.3 | 2.3 | 4.0 | 2.4 | .038 |
| Quantity | 0.9 | 1.3 | 1.4 | 1.3 | 0.9 | 1.2 | 1.4 | N.S. |
| Number | 0.5 | 0.8 | 0.6 | 0.5 | 0.5 | 0.4 | 1.9 | N.S. |
| Time | 3.8 | 3.4 | 3.9 | 4.1 | 3.9 | 3.6 | 1.2 | N.S. |
| Place | 0.7 | 0.8 | 0.6 | 0.9 | 0.6 | 0.7 | 0.6 | N.S. |
| Affirmation/ Denial | 0.5 | 0.7 | 1.2 | 0.8 | 0.9 | 1.1 | 2.1 | N.S. |
| Type | 6.6 | 7.7 | 7.5 | 7.2 | 6.7 | 7.5 | 1.3 | N.S. |
| Token | 8.4 | 9.6 | 10.4 | 9.7 | 9.1 | 10.5 | 1.4 | N.S. |
| T/T Ratio | 79.9 | 82.6 | 75.1 | 76.1 | 76.9 | 72.0 | 2.53 | .029 |

However, such trends were not always unequivocal, and were more significantly apparent in regard to pupils' mechanical accuracy than in regard to their use of language.

## 6.7 PUPILS' READING HABITS, THEIR MECHANICAL ACCURACY AND THEIR USE OF LANGUAGE

Morrison and McIntyre (1971), in their review of aspects of pupils' home environments which have consistently been found to be related to attainment and success in school, cite the educational levels of the home, and in particular the extent to which the reading of books is a normal activity in the home, as being of considerable significance to pupil adaptation and achievement.

Sumner and Warburton (1972), in their study of patterns of achievement at secondary school, found that adolescent pupils who were classified by their schools as least industrious or 'allergic' to education had fewest literary interests outside school: 'Fewer of them join either the school or public library, and they have less desire to read poetry, history, or learn languages'.

This section is concerned to illustrate the discriminating effects of reading practices and provision in the home and of pupils' own reading preferences upon their accuracy in written English, and where appropriate, upon their use of language. Tables 6.7.1 to 6.7.3 indicate the average number of errors, both overall and within each of the categories of the MAM, found in the essays written by pupils relative to the frequency with which their fathers and mothers read books, bought books for them, or whether or not their parents provided space in the home for children's books.

Table 6.7.1 indicates that while the frequency of parents' reading did not significantly distinguish between pupils' errors, the trend of the differences in each category suggested that pupils whose parents read books sometimes or frequently were more accurate in their written English than those whose parents did not read books at all.

Table 6.7.1: *Mechanical errors by parents' reading (books)*

| | | Never (M=56) (F=78) Mean | Sometimes (M=176) (F=194) Mean | Often (M=184) (F=138) Mean | F-Ratio | P |
|---|---|---|---|---|---|---|
| Punctuation Errors | M* | 9.7 | 8.2 | 8.0 | 2.0 | N.S. |
| | F* | 8.8 | 8.3 | 8.0 | 0.6 | N.S. |
| Phonetic Misspelling | M | 3.4 | 2.7 | 2.4 | 1.8 | N.S. |
| | F | 3.3 | 2.5 | 3.3 | 2.3 | N.S. |
| Misspelling by Analogy | M | 0.5 | 0.6 | 0.5 | 0.6 | N.S. |
| | F | 0.7 | 0.5 | 0.4 | 3.9 | .021 |
| Carelessness | M | 1.4 | 1.8 | 1.6 | 1.1 | N.S. |
| | F | 1.2 | 1.1 | 1.1 | 0.2 | N.S. |
| Total Errors | M | 15.0 | 13.3 | 12.5 | 1.7 | N.S. |
| | F | 14.0 | 12.3 | 12.8 | 1.2 | N.S. |

* M = Mothers, F = Fathers (separate samples)

Table 6.7.2 similarly indicates that pupils whose parents frequently bought books for them made appreciably fewer errors than those whose parents did not. The trend was consistent throughout, but only in the case of phonetic misspelling was the difference significant.

Table 6.7.2: *Mechanical errors by parents' book purchasing*

| | Never (N=35) Mean | Sometimes (N=243) Mean | Often (N=138) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Punctuations Errors | 9.0 | 8.2 | 8.5 | 0.8 | N.S. |
| Phonetic Misspelling | 4.4 | 3.0 | 2.4 | 4.5 | .012 |
| Misspelling by Analogy | 0.6 | 0.5 | 0.5 | 0.3 | N.S. |
| Carelessness | 1.4 | 1.2 | 0.9 | 2.0 | N.S. |
| Total Errors | 15.7 | 12.8 | 12.3 | 2.4 | N.S. |

The third aspect of pupils' reading environments, the provision of space in the home for children's books, significantly distinguished between the extent of pupils' written errors both overall and in terms of three of the four error categories of the MAM. However, Table 6.7.3 also indicates that the trend of results in favour of pupils whose parents provided this facility was inconsistent in the case of errors attributable to punctuation, proficiency in which, as Bennett (1976) has suggested, may be more directly attributable to classroom teaching.

Table 6.7.3: *Mechanical errors by provision of book-space*

| | Provided (N=324) Mean | Not provided (N=94) Mean | F-Ratio | P |
|---|---|---|---|---|
| Punctuation Errors | 9.7 | 8.0 | 6.6 | .011 |
| Phonetic Misspelling | 2.4 | 3.7 | 12.3 | .001 |
| Misspelling by Analogy | 0.7 | 0.5 | 2.1 | N.S. |
| Carelessness | 1.5 | 2.2 | 9.3 | .002 |
| Total Errors | 12.4 | 16.3 | 14.3 | .000 |

The mechanical errors which occurred in the scripts of those pupils who visited their local libraries with varying degrees of frequency are illustrated in Table 6.7.4.

Table 6.7.4: *Mechanical errors by pupils' library visits*

| | | Never (S1=172) (S2=182) Mean | Sometimes (S1=119) (S2=119) Mean | Often (S1=123) (S2=117) Mean | F-Ratio | P |
|---|---|---|---|---|---|---|
| Punctuation Errors | S1 | 8.9 | 7.8 | 8.0 | 1.8 | N.S. |
| | S2 | 8.7 | 8.6 | 7.8 | 1.2 | N.S. |
| Phonetic Misspelling | S1 | 3.5 | 2.0 | 2.0 | 10.1 | .000 |
| | S2 | 3.2 | 2.7 | 2.7 | 0.8 | N.S. |
| Misspelling by Analogy | S1 | 0.7 | 0.4 | 0.5 | 3.4 | .035 |
| | S2 | 0.5 | 0.6 | 0.3 | 5.0 | .007 |
| Carelessness | S1 | 2.0 | 1.4 | [illegible].4 | 4.8 | .009 |
| | S2 | 1.4 | 1.0 | 0.8 | 5.3 | .005 |
| Total Errors | S1 | 15.2 | 11.6 | 11.9 | 7.3 | .001 |
| | S2 | 13.8 | 12.9 | 11.6 | 2.4 | N.S. |

The analysis was conducted on both samples independently and the results are presented in parallel for comparison. Table 6.7.4 indicates that those pupils who visited their libraries most often made fewer errors in written English than those who never visited libraries. Moreover, such differences were significantly apparent in at least one of the samples surveyed in the case of all error categories except punctuation. It is noticeable, also, that the correspondence between mechanical accuracy and library visits accurately reflects the frequency of such visits, the number of errors tending to decrease with the reported frequency of such visits.

Table 6.7.5: *Mechanical errors by pupils' reading preferences*

| | | Comics (S1=191) (S2=203) Mean | Magazines (S1=47) (S2=19) Mean | Newspapers (S1=31) (S2=56) Mean | Books (S1=178) (S2=168) Mean | F-Ratio | P |
|---|---|---|---|---|---|---|---|
| Punctuation | S1 | 9.0 | 7.6 | 9.3 | 7.5 | 3.0 | .028 |
| Errors | S2 | 8.8 | 8.9 | 10.4 | 7.6 | 3.9 | .008 |
| Phonetic | S1 | 3.3 | 1.6 | 4.8 | 2.1 | 7.5 | .000 |
| Misspelling | S2 | 3.4 | 2.3 | 4.4 | 2.2 | 5.9 | .000 |
| Misspelling | S1 | 0.6 | 0.5 | 0.7 | 0.4 | 3.6 | .014 |
| by Analogy | S2 | 0.6 | 0.6 | 0.8 | 0.3 | 4.7 | .002 |
| Carelessness | S1 | 2.0 | 1.3 | 2.3 | 1.4 | 4.0 | .010 |
| | S2 | 2.0 | 1.3 | 2.3 | 1.4 | 6.3 | .000 |
| Total | S1 | 15.2 | 11.0 | 16.8 | 11.4 | 7.1 | .000 |
| Errors | S2 | 14.1 | 12.4 | 17.3 | 10.9 | 8.6 | .000 |

Table 6.7.5 describes the average number of errors in pupils' written English relative to the particular types of reading material which they preferred. The results are presented in terms of pupils' preferences for comics, magazines, newspapers or books. The results indicate a clear and consistent trend, in the case of both independent samples, for pupils who preferred to read newspapers to make the greatest number of errors in each of the MAM categories, and for pupils who preferred to read books to make the least. Pupils who read comics were second in the order of error-frequency, and pupils who read magazines were third, although the position of magazines was somewhat variable. This may be due in part to the rather inclusive nature of the term 'magazines', which vary in content from pop-culture to specialist interests and leisure activities.

Table 6.7.6: *Mechanical errors by pupils' book-reading*

| | | Never (S1=35) (S2=27) Mean | Sometimes (S1=200) (S2=185) Mean | Often (S1=183) (S2=204) Mean | F-Ratio | P |
|---|---|---|---|---|---|---|
| Punctuation | S1 | 9.1 | 8.8 | 7.8 | 1.7 | N.S. |
| Errors | S2 | 10.1 | 9.0 | 7.6 | 5.1 | .007 |
| Phonetic | S1 | 4.1 | 3.1 | 1.9 | 9.4 | .000 |
| Misspelling | S2 | 4.4 | 3.3 | 2.4 | 6.0 | .003 |
| Misspelling | S1 | 0.9 | 0.6 | 0.4 | 3.9 | .021 |
| by Analogy | S2 | 0.9 | 0.5 | 0.5 | 3.3 | .037 |
| Carelessness | S1 | 2.9 | 1.7 | 1.5 | 7.0 | .001 |
| | S2 | 2.3 | 1.2 | 0.8 | 11.6 | .000 |
| Total | S1 | 16.9 | 14.1 | 11.6 | 6.9 | .001 |
| Errors | S2 | 17.7 | 14.0 | 11.0 | 10.7 | .000 |

Table 6.7.6 provides, in the case of both independent samples, a classification of pupils' errors in written English relative to the frequency with which they read books. Here the tendency for errors to decrease in both independent samples with the reported frequency of book-reading is absolute and highly significant in each of the error categories of the MAM and also for the total number of errors observed.

## 6.8 PUPILS' SECONDARY SCHOOLS, THEIR MECHANICAL ACCURACY AND THEIR USE OF LANGUAGE.

The linguistic superiority of children attending private as opposed to state primary schools, a distinction which is by definition a concomitant of socio-economic status, is well established (Descouedres 1921; Young 1941; Wilson 1977). Similar findings at the secondary level have been reported by Lawton (1968). Irrespective of intelligence, adolescents attending independent, fee paying schools were found to use a greater variety of adjectives, adverbs and conjunctions than did their secondary modern peers.

Table 6.8.1: *Mechanical accuracy by type of secondary school*

| | | Grammar<br>(S1=148)<br>(S2=152)<br>Mean | Secondary (Intermediate)<br>(S1=123)<br>(S2=122)<br>Mean | Bilateral<br>(S1=72)<br>(S2=71)<br>Mean | Junior High<br>(S1=92)<br>(S2=90)<br>Mean | F-Ratio | P |
|---|---|---|---|---|---|---|---|
| Punctuation | S1 | 6.2 | 10.4 | 8.8 | 9.3 | 13.5 | .000 |
| Errors | S2 | 6.3 | 9.7 | 7.8 | 11.0 | 20.3 | .000 |
| Phonetic | S1 | 1.2 | 3.5 | 2.9 | 4.0 | 18.4 | .000 |
| Misspelling | S2 | 1.3 | 4.5 | 3.0 | 4.1 | 22.8 | .000 |
| Misspelling | S1 | 0.2 | 0.7 | 0.7 | 0.8 | 9.4 | .000 |
| by Analogy | S2 | 0.3 | 0.7 | 0.4 | 0.7 | 6.1 | .000 |
| Carelessness | S1 | 0.9 | 2.4 | 1.9 | 1.9 | 14.4 | .000 |
| | S2 | 0.7 | 1.5 | 1.1 | 1.5 | 8.6 | .000 |
| Total | S1 | 8.6 | 17.0 | 14.2 | 16.0 | 26.6 | .000 |
| Errors | S2 | 8.5 | 16.4 | 12.4 | 17.3 | 35.0 | .000 |

Table 6.8.1 summarises, for the two separate samples upon which the present analysis was conducted, the mechanical errors which occurred in the scripts of pupils who transferred to grammar, secondary (intermediate), bilateral and junior high schools. Bernstein (1961) has suggested that children from the lower socio-economic categories tend to employ restricted language codes, and that such children are most likely to find difficulty with those aspects of the school curriculum which necessitate abstraction, generalisation and the exploration of implications. Lawton (1968) found that secondary modern school pupils were more limited in their vocabulary and used more 'socio-centric' phrases than did pupils attending independent, fee-paying schools.

The differences revealed in the present analysis are consistent with the verbal reasoning distribution and social class characteristics of pupils entering the different types of secondary school as outlined in Chapter 3, and are highly significant. In each of the error categories of the Mechanical Accuracy Measure, and also in terms of the total number of errors observed, grammar school pupils had the least number of inaccuracies in their written English; bilateral school pupils, 18 per cent of whom had passed the Selection Procedure for grammar schools, made the next highest number of errors in each category. The greatest number of errors was found in the scripts of pupils who had transferred to secondary (intermediate) and junior high schools, the average number of inaccuracies made by pupils in both types of school being virtually identical.

Table 6.8.2 illustrates the use of adjectives made by pupils who had transferred to the four types of secondary school.

Table 6.8.2: *Use of adjectives by type of secondary school*

| | Grammar (N=152) Mean | Secondary (Intermediate) (N=122) Mean | Bilateral (N=71) Mean | Junior High (N=90) Mean | F-Ratio | P |
|---|---|---|---|---|---|---|
| Quality | 3.3 | 2.8 | 2.9 | 3.6 | 2.6 | .049 |
| Quantity | 1.0 | 0.9 | 0.8 | 0.6 | 3.1 | .026 |
| Number | 1.0 | 1.4 | 1.3 | 1.4 | 1.6 | N.S. |
| Distinction | 3.1 | 2.2 | 2.3 | 1.8 | 8.6 | .000 |
| Possession | 2.7 | 2.5 | 3.0 | 2.7 | 0.8 | N.S. |
| Type | 8.9 | 7.5 | 7.6 | 7.7 | 8.0 | .000 |
| Token | 11.2 | 9.8 | 10.5 | 10.1 | 3.4 | .018 |
| T/T Ratio | 81.1 | 77.7 | 73.1 | 78.9 | 4.2 | .006 |

The results indicate that grammar school pupils employed significantly more adjectives of distinction (first, last) and adjectives of quantity (much, none), used more adjectives overall, and made greater use of different types of adjectives than did their peers; that grammar and junior high school pupils alike made most use of adjectives of quality (good, bad), and that secondary (intermediate) and junior high school pupils made most use of adjectives of number (one, two) in their essays.

Table 6.8.3: *Use of adverbs by type of secondary school*

| | Grammar (N=148) Mean | Secondary (Intermediate) (N=123) Mean | Bilateral (N=72) Mean | Junior High (N=92) Mean | F-Ratio | P |
|---|---|---|---|---|---|---|
| Description | 2.4 | 2.0 | 2.1 | 3.1 | 7.6 | .000 |
| Quantity | 1.2 | 1.1 | 1.2 | 1.0 | 0.6 | N.S. |
| Number | 0.6 | 0.5 | 0.6 | 0.7 | 0.3 | N.S. |
| Time | 3.6 | 4.0 | 3.4 | 4.5 | 4.5 | .004 |
| Place | 0.7 | 0.8 | 1.1 | 0.8 | 2.0 | N.S. |
| Affirmation/ Denial | 0.7 | 0.9 | 0.9 | 0.8 | 1.5 | N.S. |
| Type | 7.4 | 6.7 | 6.9 | 7.7 | 3.6 | .014 |
| Token | 9.3 | 9.3 | 9.2 | 10.8 | 4.7 | .003 |
| T/T Ratio | 81.5 | 74.0 | 76.7 | 74.0 | 6.6 | .000 |

Table 6.8.3 summarises pupils' use of adverbs in the four types of secondary school surveyed. While the mean differences obtained indicate that junior high school pupils employed significantly more adverbs of time (before, since), adverbs of description (quickly, surely) and a generally higher total number of adverbs than others, the elimination of repetition and the calculation of the use of different kinds of adverbs relative to the totals observed indicated precisely the same order of linguistic competence between schools as was evident in the analysis of mechanical accuracy (i.e. grammar, bilateral, and (interchangeably) secondary (intermediate) and junior high schools). It is interesting to note that Lawton (1968) similarly found that whereas the difference between the gross totals of adjectives employed by his working and middle class samples was not significant, the deletion of adjectives which were repeated or which occurred in a '100 Most Common Word List' produced results which pointed to a significantly more diversified use of adjectives by middle class pupils.

In brief, therefore, these analyses of the linguistic characteristics of pupils attending different types of secondary school indicated that pupils who transferred to grammar schools made significantly fewer errors and were significantly more diversified in their use of both adjectives and adverbs than were those who had transferred to other, particularly secondary (intermediate) and junior high schools, and that the parts of speech which most consistently distinguished between pupils in the different types of school were adjectives of quality and distinction and adverbs of description and time.

## 6.9 SUMMARY

The analysis of the proportional occurrence of different kinds of error in the written English of Northern Ireland first-year secondary school pupils described in the first section of this analysis indicated that the types of error found were remarkably similar to those found in the essays of English upper primary school pupils. Punctuation errors occurred most frequently in both samples, most notably in regard to the omission of capital letters, commas and full stops. Phonetic misspelling, which also occurred with moderate frequency, was most often caused by confusion of work pairs (their:*there*). Misspelling by analogy was not a prominent source of error in either sample, though errors attributable to carelessness occurred more frequently in the writing of Northern Ireland pupils. This was attributed in part to the incidence of misspellings due to dialect in the present sample.

A comparison of the number of written errors committed by pupils in both studies indicated that, subject to certain reservations concerning differences in sampling procedures, the average number of errors committed by Northern Ireland secondary school pupils was somewhat less than that occurring in the essays of English primary school pupils. These results were interpreted as suggesting that errors in the written English of pupils, while remaining relatively constant in type, may decrease in frequency as they progress from primary to secondary school.

A frequency count of the distribution of adjectives and adverbs in the essays sampled in the present investigation indicated that adjectives of quality, possession and distinction were most commonly employed by pupils, as were adverbs of time and description. Moreover, irrespective of independent sampling, both parts of speech were used with similar frequency and in similar diversity in the separate sets of essays.

Girls were found to be consistently and significantly more proficient than boys in regard to each of the types of error occurring in their written English. However, while girls used more adjectives of quality in their essays, boys used more adjectives of number, though the total number of adjectives employed by both sexes was virtually identical. In the case of adverbs, girls used significantly more adverbs of description than boys, whereas boys tended to use more adverbs of place. As previously, however, the total number of adverbs employed by both sexes was similar.

There was not a statistically significant relationship between pupils' age and their accuracy in written English within the age-range represented in the present enquiry. However, within these limits, older pupils tended to employ a significantly greater variety of adjectives than did younger pupils.

Analysis of the association between pupils' verbal reasoning scores and their mechanical accuracy in written English indicated consistent, linear relationships between both variables in both independent samples. Moreover, these results applied both to total errors and to each specific type of error included in the analysis. Pupils who scored above the sample mean on the verbal reasoning test also employed significantly more adjectives of distinction in their essays and had a greater variety of adjectives at their command, whereas low-scoring pupils tended to employ more adjectives of number. High-scoring pupils also employed a greater variety of adverbs relative to their totals, whereas low-scoring pupils used significantly more adverbs of affirmation and denial.

Family size, defined in three levels, distinguished significantly between pupils' accuracy in written English on three of the four types of error specified and also in regard to total errors, the difference in the latter case clearly favouring pupils from families of two or fewer children. Pupils from families of fewer than four children also employed a significantly wider variety of adjectives relative to their totals than did those from larger families.

The analysis of pupils' errors relative to the social class of their fathers' occupations and also the social class of the occupations to which they themselves aspired on leaving school indicated a progressive increase in both analyses in the number of inaccuracies observed from Social Classes I to IV. The relative decrease in errors observed in Social Class V in both instances was tentatively attributed to the considerable attenuation in group size at this extreme, or to the comparative brevity of the essays submitted by this group. The separate analyses of differences in pupils' use of language, while largely non-significant, indicated a similar decrease in the variety of adjectives and adverbs employed by pupils relative to their totals. Adjectives of quality and adverbs of description tended to be more characteristic of pupils from non-manual backgrounds, whereas adjectives of possession and adverbs of affirmation and denial were more typical of pupils from manual backgrounds.

The analysis of the relationships between the levels of literacy in the home and pupils' accuracy in written English indicated that the frequency with which parents themselves read books did not distinguish significantly between the number of errors in pupils' writing. However, the trend of differences in each error category suggested that pupils whose parents read books frequently were consistently more accurate in their written English than those who read books only occasionally or not at all, A similar trend was observable in regard to the frequency with which parents bought books for children. However, only in the case of errors attributable to phonetic misspelling were the differences significant.

The provision of space in the home for children's books significantly distinguished between the number of errors in pupils' essays in the case of three of the four types of error represented in the analysis. The differences in the case of two of these error categories and also in the case of total errors favoured those whose parents had made such provision. While parental reading, and the provision of books and book-space for children all failed to distinguish significantly between pupils' use of adjectives and adverbs, supplementary analyses indicated that pupils in whose homes such practices obtained displayed the greatest variety of adjectives, but not of adverbs, in their written English relative to the total number of times such parts of speech were employed in their essays.

The analysis of pupils' own reading habits revealed that those who most frequently visited their local libraries made consistently fewer errors in their essays than those who visited their libraries only occasionally or not at all. The differences were significant in the case of all types of error except those attributable to punctuation. In terms of their explicit preferences for different types of reading materials, the results indicated that pupils who preferred newspapers made the greatest number of errors in their written English, followed, in order of diminishing frequency, by those who expressed a preference for comics, magazines and books. These results were fully supported by a separate analysis of the frequency with which pupils read books. Here the tendency for errors to decrease with the reported frequency of book-reading was absolute and highly significant in the case of each of the error categories and also for the total number of errors observed.

Differences in pupils' accuracy and use of language were most strikingly apparent in regard to the types of secondary schools to which they had transferred. In each of the four error categories, and also in terms of the total number of errors observed, grammar school pupils had the smallest number of inaccuracies in their written English, followed, in increasing order of frequency, by pupils attending bilateral schools and (interchangeably) secondary (intermediate) and junior high schools.

The analysis of pupils' use of language indicated that grammar school pupils used adjectives of distinction most frequently in their essays, and that both grammar and junior high school pupils employed the highest number of adjectives of quality and adverbs of description. Alternatively, secondary (intermediate) and junior high school pupils employed the highest number of adjectives of number and adverbs of time. However, when pupils' use of different types of adverbs was expressed as a percentage of the total number of adverbs employed, precisely the same order of linguistic competence between schools was indicated as was evident in the analysis of Mechanical Accuracy, namely grammar, bilateral, and (interchangeably) secondary (intermediate) and junior high schools.

# CHAPTER 7: THE SOCIAL ENVIRONMENT OF SECONDARY SCHOOLS

## 7.1 INTRODUCTION

An assumption basic to Barker Lunn's (1970) study of the nature and distribution of children's friendship choices is that 'social relationships at school are a crucial part of a child's education, possibly making just as important a contribution to long-term adjustment and fulfilment as the more formally attained skills'. This need not necessarily be seen to imply that the most frequently chosen pupil in a class is invariably the most well-adjusted. Northway and Weld (1974) argue that there is a wide range of 'healthy' personalities: 'as there are individual differences in intellectual capacity, so there seem to be individual differences in social capacity'. It is nevertheless the case that in studies as frequent as those conducted by Bronfenbrenner (1943), Baron (1948) and Shaw (1954), pupils who received the largest number of choices were described as those most frequently possessing behaviour characteristics which were generally considered to be socially desirable, whereas those receiving fewest choices were most often identified in terms of characteristics which were socially ineffective.

However, while popular and unpopular children appear to be distinguishable in terms of relatively exclusive sets of social behaviours, it would also seem that criteria of popularity and unpopularity vary according to the educational settings in which such choices are made. While studies by Bonney and Powell (1953), Thorpe (1955) and Fox, Lippitt and Schmuck (1964) have demonstrated that social adjustment at school is related to academic potential and scholastic performance, studies by Hargreaves (1967), Lacey (1970) and King (1973) have equally demonstrated how organisational factors such as academic selection by schools or between classes may influence pupils' perceptions of themselves and of their peers.

Taylor (1952), in a study of 38 eighth-grade American classrooms, found that while a significant, positive relationship existed between mental age and social acceptance in all classes, this relationship was strongest in progressive, non-streamed classes. Barker Lunn (1970), in a comparable study of 28 English junior schools, confirmed this finding when she reported 'a tendency for children of above-average ability to be more 'popular' or 'to have higher socio-metric status' in non-streamed rather than streamed schools'.

There are also indications that problems of social adaptation may be accentuated by the social and emotional discontinuity attendant upon transfer from primary to secondary school, and by the onset of adolescence. Shipman (1968) defines the trend towards increasing formalism as the pupil progresses from infant to junior classes, a trend which is accentuated by transfer, as the gradual replacement of 'expressive' with 'instrumental' activity: 'Pupils are increasingly judged on performance rather than as persons. Surnames replace Christian names for the boys, desks rarely deviate from their columns and rows....from the top of the juniors the child goes to the bottom of the secondary school....and all the time there are hundreds of older adolescents dictating the pace of life'.

Blyth (1960) found considerable differences between patterns of friendship choices in primary and secondary schools. In primary schools children tended to have one close friend only, their choices varying thereafter, whereas in secondary school their choices were differentiated according to the academic or social relationships required. However, Lacey (1970) also found that the process of academic differentiation which accompanies transfer from primary to secondary school may lead to increased frustration of pupils' expectations, resulting in positive rejection of the goals and behaviours expected by the school: 'In the primary school pupils had occupied 'star-pupil' roles, but now some of them come face to face with failure. As the system to which they belong is not a rewarding one for them, they set up values which are opposed to the values of the school'.

Coleman (1961) has extended this notion of educational alienation in his examination of the emergence of adolescent sub-cultures in American high schools. Arguing that the growing abrogation of parental responsibilities in an era of increased specialisation has resulted in ever-longer periods of schooling, he suggests that the problem of transfer between schools may be compounded by 'the state of transition which most adolescents experience - of leaving one family, but not yet in another, looking forward to their peers and backwards to their parents'. Ward (1966) has commented in this connection that 'at no stage in school life can sociometric techniques be used to better advantage than at the secondary level, for with the heightened sensibility characteristic of adolescence, social isolation or rejection may cause the individual acute suffering'.

The chapter which follows seeks, therefore, to determine the extent to which pupils' choices for both work and play were influenced by the type, sex, size, location and religious affiliation of their secondary schools, to examine the nature of their choice-allocations within and between particular schools, year-groups and classes, to assess the effects of organisational factors such as streaming, coeducation and class size upon such allocation, and to establish the extent to which pupils differentiated between work and play in both their choices and rejections of their peers.

## 7.2 PROCEDURE

Sociometric tests were administered in all 111 classes during the latter half of the school year 1975-76. These tests were deferred to the second phase of the field programme because, as Blyth (1960) has indicated, 'in the first form of secondary school children generally rely on their primary school friends, but during the first year the primary groups become integrated into classes, and new groups appear'. Forty-six of the classes surveyed were in coeducational schools, 41 were in boys' and 24 were in girls' schools.

Pupils in each of these classes were given a specially prepared sheet upon which they were asked firstly to enter their work and play choices for pupils either from within or outside the school. Pupils were then asked to indicate, by using the appropriate initials, whether the children to whom they had allocated their preferences were still at primary school or were attending other grammar or secondary (intermediate) schools. Rejections were not requested in this section because it was felt that choice was the more appropriate index for nominations which might include pupils from other schools. In the second part of the test pupils were requested to limit their attention to their own classes only. Here they were directed to indicate both choices and rejections for work and play, and to include absentees in their assignments.

While it was recommended that pupils should indicate not less than a maximum of three choices or rejections in the case of each criterion, this was not insisted upon. Gronlund (1953) found that in practice children limit their choices in a free choice situation, but Northway and Weld (1974) recommend three choices as the most suitable number for testing with children, arguing that 'If we increase the number of choices, some children of this age may simply say 'I don't know who else I'd like', or they may name someone for whom they have no real preference at all'.

In addition to expressing positive preferences for work and play from among their peers, pupils were also asked to indicate those whom they would reject on these criteria. Northway and Weld (1974) argue against the use of rejections in sociometric research with children because of possible adverse effects on mental health, and also because 'most children's groups are free enough that an individual is not forced to be constantly with a person he dislikes'. However, as has previously been suggested, organisational constraints within the school situation such as social class, streaming, coeducation and class size may independently exercise quite a detectable influence on whether a child is accepted or rejected by his peers.

Harper (1968) found that 'negative choices often make more information available to the investigator than positive choices alone would convey', and reported the reliability of rejection measures (r=0.80) to be considerably greater than that of acceptance measures (r=0.20) in 23 of the 24 classes included in his study. Evans (1964) likewise makes a case for the inclusion of rejection measures on the grounds of improved approximations to the normal curve in choice distributions and improved discriminations at the lower end of the sociometric continuum.

In summary, therefore, two sociometric criteria, work and play, were presented to pupils, firstly in the form of free choice nominations, and then confined to nominations within their classes. In the open choice section pupils were free to name pupils from outside the school, but were asked to indicate which school they attended. In the closed choice section pupils were requested to list both choices and rejections from among their peers. Pupils' nominations in all cases were limited to three.

Throughout the test sessions pupils with writing difficulties were assisted as unobtrusively as possible, and assurances were given regarding the confidentiality of the information requested. A total of 2847 completed questionnaires, representing 93 per cent of the pupils sampled, was obtained from this phase of the test programme.

## 7.3 ANALYSIS

Pupils' replies to the sociometric questionnaire were analysed under two distinct headings, 'choices and rejections made' and 'choices and rejections received', on the two criteria specified. Analysis of data under the first of these headings was designed to answer the question 'What effects do gross demographic features of school organisation such as type, size, sex, location and religious affiliation have upon the friendship choices made by children?'

The information obtained under this heading also lent itself to further categorisation in a variety of ways. By referring to the class lists supplied by schools, it was possible to classify choices and rejections in terms of those made within and outside particular schools, year groups and classes, and to focus upon the effects of specific organisational features such as streaming and coeducation upon pupils' choice distributions. It was also possible to define the extent to which identical choices were made for work and play, and to establish whether children rejected in one of these contexts were chosen in another.

No differential weighting scheme was employed in the present study to distinguish between first, second and third choices or rejections. Bronfenbrenner (1943) has commented in this connection that 'the assigning of arbitrary a *priori* values is a questionable practice', and Northway and Weld (1974), while conceding that the first choice may be the more significant, state that 'We do not know just how much more value a first choice has than a third, nor do we even know that first choices made by two different children are of equal psychological weight'.

Pupils' preferences for work and play were therefore firstly analysed in terms of the relationships between their choice distributions, whether for pupils within or outside their own particular schools, classes or year groups, and the gross organisational characteristics of the primary or secondary schools which they attended (their type, sex, location, size and religious affiliation). The effects of class size upon pupils' choice distributions were also considered in this analysis.

The second section of the analysis contrasts the distribution of pupils' cross-sex choices in both open and closed-choice situations. A comparison is made between pupils' cross-sex choices, as freely allocated to children outside their own schools, and those made by pupils attending single sex and coeducational secondary schools.

The third section of the analysis describes the open and closed-choice distributions of pupils, firstly in terms of differences between streamed and non-streamed secondary schools, and then in terms of differences between the choice allocations of pupils in the upper, middle and lower streams of ten three-stream secondary schools. The chapter concludes with an analysis of the extent to which pupils made identical friendship choices or rejections for work and play within the different types of secondary school in which they were enrolled.

Data under the second heading 'choices and rejections received' were analysed to provide an index of the sociometric status of pupils, and to determine the salient characteristics, whether biographical, personal or perceptual, which distinguished popular and unpopular from unexceptional children in the classes surveyed. A detailed description of the characteristics of such pupils is given in Chapter 8.

## 7.4 PUPILS' FRIENDSHIP CHOICES AND THEIR PRIMARY AND SECONDARY SCHOOLS

This first section of the analysis discusses the nature and distribution of pupils' choices for work and play as freely assigned by them to children within or outside their own secondary schools. The purpose of the analysis is to describe such choice relative to the types of primary school which pupils had attended and the kinds of secondary school to which they had transferred.

Table 7.4.1 illustrates the relationships which obtained between pupils' work and play nominations of children within and outside their own schools, year groups and classes, and selected organisational characteristics of their primary and secondary schools. In the interests of economy in presentation, the results cited refer to the total sample or aggregate of pupils attending all four types of secondary school rather than to those attending particular school types, and product-moment correlations below the value of .05 are not represented in the Table. All the relationships illustrated attain statistical significance at the <.001 level of probability.

Table 7.4.1: *Relationships between pupils' open choice distributions for work (W) and play (P), and the characteristics of their primary and secondary schools: total sample (N=2884)*

| | Own Class | | Own Year Group | | Other Year Group | | Grammar Schools | | Secondary (Intermediate) Schools | | Primary/ Preparatory Schools | | Non Choices | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | W | P | W | P | W | P | W | P | W | P | W | P | W | P |
| Boys/Girls | | -.07 | | | | .07 | | | | | | | | |
| Preparatory Primary | | | | | | | .08 | .05 | | | | -.06 | | |
| Grammar | -.06 | | -.05 | -.06 | | -.08 | .15 | .18 | .09 | .13 | | | .07 | |
| Secondary (Intermediate) | .05 | | .08 | .09 | -.07 | | -.05 | -.05 | -.10 | -.12 | | | | |
| Bilateral | | | | -.08 | | .08 | | | .06 | | | | | |
| Junior High | | | | | .08 | | -.11 | -.13 | | -.06 | | | -.05 | |
| Single sex/ Coeducational | -.06 | -.09 | -.05 | -.07 | .07 | .06 | | | .09 | .07 | .05 | .08 | -.06 | |
| R. Catholic/ Protestant | | | | | | | | | | .05 | | -.06 | | |
| Small sized | | | | | | | -.05 | -.05 | | | | | .10 | .06 |
| Medium sized | | | | | | | -.07 | -.09 | | -.05 | | | | |
| Large sized | | | | | | | .09 | .09 | .07 | .07 | | -.05 | | |
| Metropolitan | | | | | | | .10 | .09 | .06 | .08 | | | -.06 | |
| Urban | -.05 | | .08 | .08 | | | | | | | | | | |
| Rural | | | | | | .05 | -.09 | -.08 | | -.06 | .05 | | .06 | |
| Small Classes | | | | | | -.05 | -.06 | -.07 | | | | | .12 | .10 |
| Medium Classes | | | .07 | .08 | | .06 | -.07 | -.06 | -.06 | | | | -.06 | |
| Large Classes | | | | -.07 | | | .10 | .09 | .07 | .06 | | | | -.05 |

The results relating to the sex of pupils, irrespective of school type, indicate that boys were less disposed to allocate their play choices to pupils within their own classes and were more disposed to nominate those from other year groups, whereas the reverse held true for girls. The choices of boys and girls were otherwise undifferentiated.

Approximately three per cent of the junior schools in Northern Ireland are preparatory schools, usually attached to grammar schools. The analysis of their friendship choices indicated that while those pupils who had transferred from preparatory schools were most disposed to nominate grammar school pupils as their choices for both work and play, those who had transferred from primary schools were not so inclined. However, pupils from preparatory schools made fewer retrospective play choices for children still at junior school, whereas pupils from primary schools were most inclined to indicate as their play choices pupils still attending such schools.

The official designation of schools as grammar, secondary (intermediate), bilateral and junior high schools was the most significantly discriminating factor in terms of its effects upon pupils' friendship choices. Grammar school pupils were most notable for the extent to which they refrained from allocating work choices within their own classes and year groups. Nor were they disposed to assign play choices in either their own year groups or to other year groups within the same school. While they nominated the most considerable number of pupils from other schools, more particularly other grammar schools, as their friends, the results also indicate that grammar school pupils availed less frequently of the work choices open to them than did pupils in any other type of secondary school.

Secondary (intermediate) school pupils, on the other hand, distributed their work and play nominations in quite a different manner, tending to allocate their choices within their own classes or year groups rather than to other year groups or secondary schools. Bilateral school pupils assigned a significant proportion of their play choices to year groups other than their own, and also frequently nominated pupils from secondary (intermediate) schools as their choices for work. Junior high school pupils, who availed most frequently of the work nominations open to them, tended not to nominate pupils from other types of secondary school, but assigned a significant proportion of their work choices to year groups other then their own.

Eleven of the schools sampled in the enquiry were boys' schools, eight were girls' schools and twelve were coeducational schools. Pupils attending single sex (boys' and girls') as opposed to coeducational secondary schools were also noticeably different in the ways in which they allocated their choices. Those attending single sex schools availed most fully of their quota of work nominations, yet were more inclined to assign their work and play choices to pupils in other year groups and to secondary (intermediate) and primary school pupils in preference to assigning them within their own classes and year groups. Conversely, pupils attending coeducational schools, while availing least frequently of their choice options for work, concentrated their work and play nominations most frequently within their own classes and year groups. Pupils attending Catholic* secondary schools differed from those attending Protestant* schools in two aspects of their choice distributions only. Catholic pupils assigned a greater number of play choices to secondary (intermediate) school pupils, allocating fewer play choices to pupils still at primary schools.

For the purposes of this enquiry, 12 secondary schools whose intake was within the range 150-500 were classified as small, 11 schools whose intake was within the range 505-860 were classified as medium, and 8 schools whose intake was with the range 930-2280 were classified as large. Table 7.4.1 indicates that, in terms of their choice distributions, pupils in small secondary schools made least use of the choices available to them, whether for work or for play. Pupils in both small and medium-sized schools also allocated fewer choices to pupils in other secondary schools, whereas pupils in large secondary schools assigned the greatest number of choices for both work and play to pupils in such schools, whether grammar or intermediate.

Schools were also classified in the enquiry according to their location, or whether they were situated in metropolitan, urban or rural environments. School locations were categorised with reference to the Department of Housing, Local Government and Planning's publication *The Central Place System of Northern Ireland* (1975). Ten of the schools thus classified were defined as metropolitan, 10 were defined as urban and 11 as rural. The analysis of the choice distributions of pupils attending schools in such contrasting locations indicated that pupils attending urban schools displayed a tendency to nominate pupils from other classes within the same year group rather than to select pupils from within their own classes. Whereas pupils in metropolitan schools assigned the greatest number of choices to pupils in other secondary schools, pupils in rural schools allocated the least. Moreover, metropolitan pupils made fullest use of their quota of play nominations, whereas rural pupils left a considerable number unassigned, and showed the greatest tendency to include pupils from other year groups or from primary school among their nominees.

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* These designations are intended to refer, in this and in subsequent chapters, to the religious affiliations of the great majority of the pupils attending the separate schools, but should not be interpreted as necessarily imputing an explicitly denominational character to the schools themselves.

The final demographic classification employed in this analysis of the distribution of pupils' open choice allocations was class size. Fifteen classes within the range 13-24 pupils were classified as small, 34 classes within the range 25-29 were classified as medium, and 62 classes within the range 30-35 were classified as large. Table 7.4.1 indicates that pupils in small classes allocated fewer play nominations to other year groups, assigned fewer choices of any kind to grammar schools, and made the least use of their quota of work and play choices. Pupils in medium-sized classes, on the other hand, made greatest use of their quota of work choices, and displayed a tendency to allocate their choices within their own and other year groups rather than to other schools. However, analogously with the results relating to large schools, pupils in large classes assigned the greatest number of choices for work and play to pupils in other grammar and secondary (intermediate) schools, and also made fullest use of their choices for play.

In sum, therefore, the friendship nominations of pupils were distinguished quite markedly by the demographic characteristics of the schools to which they had transferred. School type, school sex and class size were the strongest discriminating features; school size and location occupied an intermediate position, and the sex and religious affiliation of pupils did not appear to appreciably affect their choice distributions. Of particular relevance to the problems associated with transition were the non-use of choice options which appeared to have been particularly associated with pupils in small classes, small schools, coeducational schools and grammar schools, and the tendency among pupils in single sex and rural schools to indicate a preference for pupils at primary school.

## 7.5 CROSS-SEX AND PLAY CHOICES

In his summary of the sociometric characteristics of English primary school children, Blyth (1960) reported that the allocation of friendship choices across sexes was minimal: 'The intensity of the sex-cleavage is always high; in pre-adolescence this sex-cleavage is sometimes complete'. Gronlund (1953), in a study of American 10-year-olds, found that 8 per cent of the boys and 7 per cent of the girls in his sample had made such choices, but Wilson (1969) reported that the figure 'rarely exceeded 3 per cent' in his comparable study of Northern Ireland primary school children.

In this section of the analysis, the cross-sex nominations made by boys in the open choice section of the sociometric test (i.e. when they were free to assign their choices for work and play to pupils either within or outside their particular classes, year groups and schools) are contrasted with those made of girls, irrespective of the types of secondary school which they attended. The analysis then examines the open choice cross-sex nominations of boys and girls within single sex and coeducational secondary schools in order to determine whether such organisational characteristics made a discernible difference to pupils' freely-assigned choice allocations. The analysis concludes with an estimation of the extent to which boys and girls within coeducational secondary schools assigned cross-sex choices when requested to confine their nominations to pupils within their own classes. The sample for this latter part of the analysis consisted of the 12 coeducational secondary schools included in the enquiry, of which 4 were grammar schools, 5 were secondary (intermediate), 2 were junior high and 1 was bilateral.

The results, as illustrated in Table 7.5.1, indicate that while the percentage of boys in the present enquiry who freely assigned cross-sex work choices resembles the proportion cited by Gronlund (1953), the number of girls who assigned such choices is considerably higher, and their cross-sex play choices almost treble the percentage of boys who allocated such choices. The evidence also indicates that while boys were most prepared to choose girls as their companions for work, girls were noticeably more disposed to choose boys as their companions for play.

The discriminating effects of school type on pupils' cross-sex choice nominations were also strongly evident in this analysis. An appreciably greater number of pupils attending separate boys' and girls' secondary schools were inclined to nominate open cross-sex choices than the evidence relating to their choices by sex alone had indicated, and here again this trend was particularly

Table 7.5.1: *Percentages of pupils in single sex and coeducational secondary schools who allocated cross-sex choices in open and closed-choice situations.*

| | Work Choices<br>% Pupils | Play Choices<br>% Pupils |
|---|---|---|
| *Open Cross-Sex Choices* | | |
| By sex of pupil, independently of sex of school | | |
| Boys (N=1770) | 8.2 | 6.5 |
| Girls (N=1204) | 11.6 | 16.7 |
| By sex of pupil within coed. and single sex schools | | |
| Boys in single sex schools (N=1147) | 8.4 | 7.0 |
| Boys in coeducational schools (N=623) | 6.6 | 4.7 |
| Girls in single sex schools (N=667) | 12.2 | 20.2 |
| Girls in coeducational schools (N=537) | 9.5 | 10.4 |
| *Closed Cross-Sex Choices (Own Class)* | | |
| Boys in coeducational schools (N=623) | 3.5 | 3.0 |
| Girls in coeducational schools (N=537) | 3.4 | 3.0 |

remarkable in the case of the play choices allocated by girls. However, pupils attending coeducational secondary schools were the least disposed of any group represented in this analysis to nominate pupils of the opposite sex as their companions for work and play, and this tendency was most apparent in relation to the choices made by such pupils within their own classes.

In brief, therefore, while the greater tendency on the part of girls to choose boys as their companions for work, and more noticeably for play, is in keeping with the evidence relating to the sexual maturity of girls at this age, the effects of school type upon pupils' choice allocations run counter to expectation, and imply that constraints may apply to pupils' cross-sex choices within coeducational schools and classes which do not apply to pupils elsewhere.

## 7.6 STREAMED POSITION AND CHOICE DISTRIBUTION

The purposes of the analyses described in this section are firstly to contrast the choice distributions of pupils in those 19 schools in which classes were streamed according to ability with those of pupils in the 12 schools in which mixed-ability grouping prevailed, and thereafter to examine the choice allocations of pupils within the upper, middle and lower streams of a sub-sample of 10 three-stream secondary schools.

Table 7.6.1 indicates that, in terms of gross differences in the open-choice allocations of pupils in schools which practised different types of ability grouping, pupils in streamed schools assigned more of their choices for both work and play to pupils in year groups other than their own than did pupils in non-streamed schools. But contrary to conventional expectation, such pupils also nominated a greater number of secondary (intermediate) school children as their companions for work, and to a lesser extent for play, than did their peers in non-streamed schools.

In order, therefore, to examine patterns of choice among children in streamed schools in somewhat greater detail, a sub-sample of 10 secondary schools was selected which had divided their first-form intake into clearly-

Table 7.6.1: *Differences between the open-choice allocations of pupils in streamed and non-streamed secondary schools*

| Open Choices | Streamed (N=1843) Mean | Non-streamed (N=991) Mean | F-Ratio | P |
|---|---|---|---|---|
| Work choices to other year groups | .24 | .13 | 28.31 | .000 |
| Play choices to other year groups | .28 | .19 | 14.37 | .000 |
| Work choices to Grammar Schools | .15 | .19 | 6.70 | .009 |
| Play choices to Grammar Schools | .18 | .24 | 9.90 | .002 |
| Work choices to Secondary (Inter.) Schools | .27 | .22 | 6.65 | .009 |
| Play choices to Secondary (Inter.) Schools | .34 | .30 | 2.04 | N.S. |

defined upper, middle and lower streams, and differences between the choice distributions of pupils in the 3 streams were analysed. Five of the schools thus selected were junior high schools, 2 were bilateral, 2 were grammar and 1 was a secondary (intermediate) school.

Table 7.6.2 summarises the differences obtained between the 3 streams in regard to pupils' open-choice allocations. The results indicate that upper stream pupils assigned a significantly greater number of choices for both work and play to pupils in grammar schools than did lower stream pupils. Moreover, upper stream pupils selected the highest number of pupils from ability bands comparable with their own, allocated the greatest number of work choices to other year groups, most frequently chose the same pupils for work as for play, and generally availed of their choice options for both work and play more consistently than did pupils in any of the other streams.

Middle stream pupils, on the other hand, assigned most choices for both work and play to pupils in secondary (intermediate) schools, but were otherwise most notable for the fact that they availed least frequently of the choice options available to them, allocated fewest choices for work and play within their own classes, but assigned more work choices to pupils in other classes in the same year group than did pupils in other streams.

Lower stream pupils selected pupils from their own classes most frequently as their companions for work and play, but also had the highest number of unidentifiable choices on both criteria, and were the least disposed of any of

Table 7.6.2: *Differences between the open-choice allocations of pupils in the upper, middle and lower streams of ten three-stream secondary schools*

| Open Choices | Upper Stream (N=436) Mean |  | Middle Stream (N=281) Mean |  | Lower Stream (N=301) Mean |  | F-Ratio |  | Probability |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Work | Play | Work | Play | Work | Play | Work | Play | Work | Play |
| *For pupils in:* |  |  |  |  |  |  |  |  |  |  |
| Grammar schools | 0.19 | 0.22 | 0.09 | 0.12 | 0.11 | 0.10 | 5.20 | 7.00 | .006 | .001 |
| Secondary (inter.) schools | 0.31 | 0.37 | 0.39 | 0.38 | 0.28 | 0.36 | 2.32 | 0.07 | N.S. | N.S. |
| Other year groups | 0.30 | 0.28 | 0.28 | 0.26 | 0.20 | 0.25 | 2.57 | 0.12 | N.S. | N.S. |
| Same year group | 0.50 | 0.50 | 0.49 | 0.54 | 0.42 | 0.37 | 1.20 | 4.33 | N.S. | .013 |
| Same stream or band | 0.25 | 0.19 | 0.08 | 0.09 | 0.09 | 0.07 | 17.70 | 9.97 | .000 | .000 |
| Same class | 1.39 | 1.12 | 1.16 | 1.02 | 1.41 | 1.16 | 5.17 | 1.60 | .006 | N.S. |
| Non-choices | 0.02 | 0.03 | 0.11 | 0.08 | 0.05 | 0.07 | 6.11 | 3.34 | .003 | .035 |
| Unidentifiable choices | 0.06 | 0.07 | 0.27 | 0.18 | 0.34 | 0.33 | 21.00 | 20.29 | .000 | .000 |
| Identical Work/Play Choices | 1.68 |  | 1.60 |  | 1.43 |  | 5.60 |  | .004 |  |

Table 7.6.3: *Differences between the patterns of choice and rejection, in closed-choice situations, made by pupils in the upper, middle and lower streams of ten three-stream secondary schools.*

| Closed Choices (Own Class) | Upper Stream (N=436) Mean | Middle Stream (N=281) Mean | Lower Stream (N=301) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Identical Work/Play Choices | 2.05 | 1.96 | 1.60 | 18.86 | .000 |
| Identical Work/Play Rejections | 1.70 | 1.54 | 1.23 | 14.28 | .000 |
| Identical Work Choices/Play Rejections | 0.03 | 0.05 | 0.06 | 0.71 | N.S. |
| Identical Work Rejections/Play Choices | 0.02 | 0.05 | 0.06 | 2.76 | N.S. |
| Non-choices (Work) | 0.08 | 0.14 | 0.26 | 9.50 | .000 |
| Non-rejections (Play) | 0.40 | 0.41 | 0.75 | 11.62 | .000 |

the 3 streams to indiscriminately choose their companions on grounds of both work and play alike.

Table 7.6.3 summarises the differences between pupils in the 3 streams when their choices (or rejections) were confined to pupils within their own classes. Here the results are highly significant, and indicate a clear and consistent progression of differences between pupils in the 3 streams. Upper stream pupils were most inclined to choose the same individuals for both work and play, and also to reject their classmates on both criteria simultaneously. Alternatively, lower stream pupils were least inclined to select their peers in this way, and showed the greatest tendency to differentiate between work and play in both their choices and their rejections. Lower stream pupils also availed least frequently of their choice-options for work, but rejected their fellows less frequently for play than did pupils in other streams. Middle stream pupils occupied a consistently intermediate position on each of the criteria analysed.

It would therefore appear that pupils' choice distributions were differentiated not only by the general streaming policy adopted by schools, but equally by individual pupils' consciousness of their class position within such streams. These differences were reflected by the marked grammar school orientation of the upper streams, their awareness of the class position of other pupils of their own ability level, and the more purposeful nature of their choices; by the lack of internal cohesion, ambivalent choice distribution and secondary (intermediate) school orientation of the middle streams; but equally, and perhaps most significantly, by the greater apparent cohesion yet strongest differentiation between work and play which characterised both the choices and rejections of pupils in the lower ability streams.

## 7.7 IDENTICAL CRITERIA IN CHOICE AND REJECTION

In their discussion of the appropriate number of criteria to be presented to children in sociometric testing, Northway and Weld (1974) define the issue as follows: 'If we use fewer criteria and choices, we obtain results that show very little difference between children in the extent to which they are liked within the group....whereas if we increase the criteria, children tend to repeat the names which they have already given in the previous situation'.

Two criteria, 'play with' and 'work with', were presented to pupils in the present investigation, and a maximum of three choices and rejections was requested for each. While the difference between the two criteria was emphasised throughout, pupils were not discouraged from nominating on one criterion those whom they had previously nominated for another. Such a restriction was regarded as likely to inhibit pupils' freedom in allocating their choices. Moreover, the extent of choice overlap on both criteria as manifested by pupils in the different types of secondary school was regarded as a legitimate focus of enquiry, especially as the analysis of streaming position within schools had demonstrated considerable differences in pupils' perceptions of these criteria.

Table 7.7.1 denotes the number of equivalent choices and rejections for work and play allocated by pupils in the contrasting school types. It is clear that the large majority of the choices made by pupils within their own classes were identical for both work and play. The degree of equivalence between the rejections which pupils made on both criteria was also considerable, but rather less than that which characterised their choices. But perhaps more significantly, the analysis also indicates that whereas pupils had not readily distinguished between work and play in either their choices or rejections, the actual overlap between their choices and rejections on alternate criteria was minimal.

Insofar as differences are discernible, Table 7.7.1 indicates that grammar school pupils distinguished least and junior high school pupils most between work and play choices within their own classes. Moreover, grammar school pupils were among the least likely to accept in one context pupils whom they had rejected in another, whereas junior high school pupils were the most disposed to differentiate their choices in this way. Pupils in junior high schools were also least inclined to indiscriminately reject their peers on grounds of both work and play alike.

Pupils attending coeducational as opposed to single sex schools expressed

Table 7.7.1: *Percentage frequency with which pupils in the different types of secondary school expressed identical nominations in their allocation of choices and rejections for work and play within their own classes.*

| | N | Work Choices/ Play Choices | Play Choices/ Work Rejections | Work Choices/ Play Rejections | Work Rejections/ Play Rejections |
|---|---|---|---|---|---|
| *Type of School* | | | | | |
| Grammar | 932 | 92.9 | 2.7 | 1.8 | 78.6 |
| Secondary (Intermediate) | 845 | 86.5 | 2.8 | 3.3 | 78.5 |
| Bilateral | 487 | 88.7 | 2.7 | 2.1 | 81.1 |
| Junior High | 570 | 86.3 | 4.4 | 3.5 | 72.1 |
| *Sex of School* | | | | | |
| Single Sex | 1669 | 87.3 | 2.6 | 2.2 | 76.5 |
| Coeducational | 1165 | 91.4 | 3.7 | 3.3 | 79.5 |
| *Size of School* | | | | | |
| Small | 861 | 88.2 | 3.8 | 3.4 | 79.1 |
| Medium | 1068 | 86.4 | 3.6 | 3.3 | 73.7 |
| Large | 905 | 92.8 | 1.7 | 1.2 | 81.1 |
| *Location of School* | | | | | |
| Metropolitan | 975 | 89.9 | 1.9 | 1.6 | 80.4 |
| Urban | 979 | 89.6 | 3.2 | 3.0 | 76.9 |
| Rural | 880 | 87.7 | 4.2 | 3.4 | 75.6 |
| *Religious Affiliation* | | | | | |
| R. Catholic | 1191 | 85.4 | 3.1 | 3.1 | 74.6 |
| Protestant | 1643 | 91.6 | 3.0 | 2.3 | 80.0 |
| *Ability Grouping* | | | | | |
| Streamed | 1843 | 89.0 | 3.2 | 2.7 | 76.6 |
| Non-streamed | 991 | 89.0 | 2.8 | 2.5 | 79.8 |
| *Class Size* | | | | | |
| Small | 238 | 79.8 | 6.7 | 7.6 | 65.5 |
| Medium | 750 | 89.2 | 4.1 | 3.1 | 81.3 |
| Large | 1846 | 90.1 | 2.2 | 1.8 | 77.8 |
| *TOTAL FREQUENCY* | 2834 | 89.0 | 3.1 | 2.6 | 77.7 |

the greatest number of identical choices and also of rejections for both work and play alike, but were rather more disposed to select for work those whom they would reject for play, and *vice versa*, than were pupils in single sex schools. Supplementary analysis also indicated that, independently of school type, girls were more disposed than boys to choose pupils for work and play alike, whereas boys were more ready to reject pupils on both criteria.

School size and location also distinguished between pupils' tendencies to differentiate between criteria to the extent that pupils attending large schools and metropolitan schools displayed a greater identity of criteria in both choice and rejection than did pupils in small or rural schools, who discriminated more frequently between the contexts of their choices and rejections. Pupils in large classes displayed similar inclinations, selecting more pupils on grounds of both work and play than pupils in small classes, who tended to distinguish more effectively between the contexts of their preferences.

While pupils in streamed schools were somewhat less inclined to indiscriminately reject pupils on both criteria than pupils in non-streamed schools, this difference was not apparent in the case of their choices, where both types of school displayed a similar proportion of identical work and play preferences. However, pupils in streamed schools were more disposed to select for play those whom they would reject for work than their peers in non-streamed schools whose choices were less strongly differentiated.

The religious affiliation of schools also distinguished between pupils' preferences to the extent that the choices and rejections allocated by pupils in Catholic schools distinguished more effectively between work and play than those of their fellows in Protestant schools. Moreover, pupils in Catholic schools were rather more inclined to select for work those whom they would reject for play than were pupils in Protestant schools.

While the differences resulting from this analysis were generally marginal, they nevertheless suggest, when viewed in the overall context of choice and rejection, that the extent of pupils' choices or rejections of the same individuals for work and play may not solely be attributable to their misperception of criteria, but may, in fact, reflect quite real and consistent differences in the social environments of secondary schools.

## 7.8 SUMMARY

The general purpose of this chapter was to describe first-form pupils' reactions to the social environments of their secondary schools in terms of differences in the ways in which they allocated their friendship choices for work and play.

The first section of the analysis illustrated the relationships which obtained between pupils' choices and selected characteristics of their primary and secondary schools. The results indicated that the official designation of schools, whether within or outside the bipartite system, was the most significant element in distinguishing between pupils' choices for work and play, and that school sex and class size were also extensively correlated with variations in pupils' choices. Facets of pupils' choice distributions which were considered to be of particular relevance to the problems of transfer were the non-use of choice options among pupils in small classes, small schools, coeducational schools and grammar schools, and a tendency among pupils in single sex and rural schools to indicate a preference for pupils still at primary school.

The second section of the analysis concentrated more particularly on a description of the cross-sex choices allocated by first-form pupils, both in general and in the context of a sub-sample of coeducational secondary schools. The results indicated that girls consistently allocated a greater number of cross-sex work and play choices than boys, but that boys were more inclined to assign such choices for work, whereas girls were most disposed to allocate them for play. The evidence also indicated that pupils attending single sex secondary schools, whether boys' or girls', assigned a greater number of choices to opposite-sex pupils than the analysis of cross-sex choices by sex of pupil alone had suggested, whereas pupils attending coeducational schools assigned fewest cross-sex choices either to pupils outside or within their respective secondary schools and classes.

The third section of the analysis examined the extent to which pupils' class position in specific streams within schools discriminated between their choices and their rejections.

The results indicated that pupils' consciousness of their class position was reflected in their choice distributions. Those in the upper streams had a greater identity of work and play choices, selected more friends from the same ability levels and allocated more of their open choices to pupils in other grammar schools; pupils in the middle streams availed of the least number of open choice options for either work or play, nominated the least number of pupils from within their own classes, and allocated more of their open choices to pupils in secondary (intermediate) schools; pupils in the lower streams confined their open choices to their own classes and ability groups, made the least number of play rejections and work choices within these classes, and were most disposed to select for play pupils whom they would reject for work.

The purpose of the fourth and final section of the analysis was to examine the frequency with which pupils in the different types of secondary school expressed identical nominations in their allocation of choices and rejections for work and play.

The results indicated that, irrespective of type of secondary school, the large majority of the choices and the rejections made by pupils were identical for both work and play, but that the degree of overlap between choice and rejection on alternate criteria was minimal. The tendency among pupils in small classes, small schools, rural schools and junior high schools to accept in one context those whom they would reject in another was interpreted as being consistent with the social environments of these schools as defined.

# CHAPTER 8: CHARACTERISTICS OF POPULAR AND UNPOPULAR PUPILS

## 8.1 INTRODUCTION

Neugarten (1946), in an early study of social class and friendship choices among 11 and 12 year old American school children, found that whereas pupils invariably chose as friends children of higher socio-economic status than their own, children of lower status 'were seldom mentioned as friends.... but often mentioned as persons whom their classmates did not like, and whom parents did not want their children to play with'. Barker Lunn (1970) confirmed this association between sociometric status and social class in her study of the friendship choices of English primary school children, particularly in the case of social neglectees, and tended to attribute it to the relationship between ability and social class. While Wilson (1969) also reports that sociometric status has been found to be related to external criteria such as intelligence, achievement and socio-economic status, he points out that 'few studies have succeeded in showing any significant relationships between sociometric status and measured dimensions of personality'. He argues, nevertheless, that since studies such as those by Hallworth and Morrison (1964) have distinguished traits akin to neuroticism/stability and introversion/extraversion as the two most common factors in both teacher and peer-group ratings of pupils, the sociometric status of pupils should be investigated in relation to objective measures of such traits.

The self-concept, or the 'subjective self-image and self-esteem' of pupils has been described by Argyle (1972) as 'obviously important to the formation of personality, as affecting learning, and as central to social interaction'. Erikson (1956) defines adolescence as a period in which disparate elements of the self-image are being subjected to a continuing process of reality-testing, particularly in social situations, and Rosenberg (1965) argues that the origins of self-esteem in adolescents can be interpreted in terms of social comparisons.

However, while Rosenberg's (1965) study of the correlates of self-esteem in 5077 American adolescents revealed that self-esteem was greater for those who were of a higher social class and who did well at school, Musgrove (1966) found that English grammar school pupils, particularly those in the sixth form, tended to have markedly negative self-concepts, introverted personalities and hostile attitudes to school. While he concedes that the numbers in his sample were not large enough to make reliable comparisons between schools, he concluded by suggesting that 'the material which emerged suggests that grammar schools which differ in their size, social composition and academic distinction might be usefully compared for the attitudes and self conceptions which they induce in their pupils'.

In the present study, first-year pupils in all four types of secondary school were required to complete a series of biographical, personality and self-concept inventories. The chapter which follows describes the self-concepts and biographical characteristics of popular and unpopular pupils within the total sample, and also the objectively-measured personality traits of chosen and rejected pupils within each of the four types of secondary school to which they had transferred. In contrast with the analyses previously described which were concerned with the nature of the choices and rejections made by pupils in both open and closed-choice situations, this chapter is concerned with pupils' sociometric status within their respective classes, defined in terms of the number of choices and the number of rejections received by them from their classmates.

## 8.2 PROCEDURE

The test employed to measure the personality characteristics of pupils was the Junior Eysenck Personality Inventory. Developed by SBG Eysenck (1965) specifically for use with children in an educational, psychological or clinical capacity, the test consists of 48 statements representing the two major personality dimensions Extraversion and Neuroticism. Pupils were required to respond to each of these statements affirmatively or negatively depending on whether they were true or false reflections of their personal dispositions. Extraversion is defined as being indicative of 'sociability, activity, optimism, out-going and impulsive behaviour', while Neuroticism represents 'moody, touchy, anxious, restless and rigid' aspects of personality. A 12-item falsification scale is also included in this inventory, and is intended to detect inconsistency or self-contradiction in response.

Contrary to previous evidence in support of Eysenck's (1963) postulate that high academic performance is invariably associated with introversion, Wilson (1972) concluded from his study of personality and attainment among Northern Ireland 10-year-old children that 'pupils who see themselves as extraverted are those pupils who do best in basic attainments in the primary school'. These findings, which contradicted those of Eysenck (1963) with older age-groups, caused the author to suggest a developmental reversal of extraversion-introversion which may be a function of changing academic climate: 'At the primary stage, the able, successful pupil finds himself in an activity-directed, 'extraverted' learning situation; in later and late adolescence the able student finds himself in a learning situation which is increasingly selective, 'bookish' and 'introverted''.

The Junior Eysenck Personality Inventory was administered to the present sample of first-year secondary school pupils during the first phase of the test programme, February-March 1976. In all cases each statement in the inventory was read aloud to pupils to avoid misconception and to make allowance for pupils with reading difficulties. A total of 2841 pupils, or 93% of the target sample, completed the inventory.

Pupils' self-concepts were assessed in this investigation using a modified version of the Sears (1964) Self-Concept Scales. This 100-item instrument was devised 'to assess the developing self-images of children in educational contexts', and the statements relate to pupils' estimates of their personal and physical attributes, their interpersonal skills and social relationships, and their academic progress and potential. Forty-four items from the original inventory were selected as being of particular relevance to the present study. Three types of response were requested from pupils with regard to each of the items listed: Whether or not they were satisfied with their present capabilities on the attributes specified, whether or not they viewed themselves as identical, superior or inferior on these attributes to pupils within their own classes, and whether or not they regarded themselves as having improved during the school year.

Pupils' replies to the second only of these questions are included in the present analysis because they reflect pupils' self esteem in relation to the same reference group, the school class, which determined their sociometric status. Purkey (1968) argues that 'next to the home, the school plays the most crucial role in the formation of Self. The school dispenses rewards and punishments on a grand scale. The student must play a new role at school with greater or lesser success, and his Self is directly involved in the process'. Argyle (1972) suggests that the self-concept is particularly susceptible to social pressures and *rites de passage* during major alterations in status accompanying, for example, a change of school.

The Sears Self Concept Scales were administered together with the sociometric test during the second phase of the test programme, April-May 1976. As previously, all statements and related questions were read aloud to pupils, and 93% of the target sample completed the inventory.

The third set of information included in the present analysis consisted of the socio-economic, educational, literary and home-background characteristics of the pupils surveyed. These details were obtained from the 61-item Biographical Inventory described in Chapter 3. Information on fathers' occupations was supplied independently by schools, or, in certain instances, by parents themselves.

## 8.3 ANALYSIS

Indices of popularity and unpopularity for work and play were derived by separately summing, within classes, the total number of choices and the total number of rejections received by each of the pupils sampled. However, because the classes surveyed ranged in size from 13 to 36, Wilson's (1969) modification of Bronfenbrenner's (1943) correction for random variability of choice in groups of unequal size was employed to standardise sociometric scores and to allow for choices and rejections received by pupils who were absent. This procedure, which is described more fully in Appendix 8.3.1, yielded scores whose distributions were then analysed to determine the incidence of skewness, at the .05 level of significance, on the appropriate set of Pearson Type III Curves. Three categories of choice and rejection were thus determined, indicating those pupils who were statistically over-represented, those who were under-represented and those who were defined as unexceptional in their respective classes for both work and play.

All of the pupils sampled were allocated to one or other of these levels of choice or rejection, and the first part of the analysis describes the degree of correspondence between chosen and rejected status for work and play within the four types of secondary school surveyed using product moment correlation.

In the second part of the analysis the self-concepts of pupils of differing sociometric status, defined in terms of both the choices and rejections of their peers, are contrasted within the total sample of pupils. The purpose of this analysis is to determine the correspondence between self-image and sociometric status among first year secondary school pupils.

The third part of the analysis compares the biographical characteristics of pupils of differing sociometric status in order to establish the socio-cultural concomitants of popularity and unpopularity among the pupils sampled.

In the final section of the analysis the personality characteristics of popular and unpopular pupils, as measured by the Junior Eysenck Personality Inventory, are contrasted, firstly within the total sample, and then within each of the four types of secondary school to which pupils had transferred. The purpose of this analysis is to examine the correspondence between objectively measured personality traits and peer group definitions of choice and rejection in grammar, secondary (intermediate), bilateral and junior high schools.

The statistical technique employed to determine major differences between groups consisted of one-way analysis of variance followed by Tukey's (1949) test of significance between the means of related samples.

## 8.4 RELATIONSHIPS BETWEEN PUPILS' CHOSEN AND REJECTED STATUS FOR WORK AND PLAY

The analysis of the extent to which pupils employed identical criteria or nominated the same individuals for work and play alike in their choices or rejections has been described in Section 7.7 of the previous chapter. Here it was concluded that while the majority of pupils did not distinguish between work and play in either choosing or rejecting their peers, pupils rarely chose on one criterion those whom they had previously rejected on another, or *vice versa*.

This section of the analysis describes the degree of correspondence between different types of sociometric status, or pupils' popularity or unpopularity as defined by the number of choices or rejections received by them from their peers. Pupils' chosen or rejected status was determined, for the purposes of this analysis, on a three-point scale ranging from those designated as statistically under-chosen or rejected by their peers, those who were designated as unexceptional (receiving neither excessive choice nor undue rejection), and those who were designated as over-chosen or rejected in terms of the work and play nominations of their peers.

The degree of correspondence between pupils' chosen or rejected status on both these criteria is illustrated in Table 8.4.1. The most significant result to emerge from this analysis is the clear evidence that there is little relationship between the chosen and rejected status of pupils. The degree of correspondence between the extent of pupils' chosen and rejected status, either on the same or on different criteria, as indicated in four separate columns in the Table, is minimal. This result confirms the tendency previously noted in pupils' allocation of choices and rejections (Table 7.7.1), and indicates, interchangeably, that pupils who are under-chosen may not be regarded as equivalent to those who are over-rejected by their peers. Choosing and rejecting, on this evidence, would appear to be quite independent forms of social behaviour.

The results of this analysis also confirm the previous finding that the pupils sampled tended not to distinguish between work and play in either choosing or rejecting their fellows. However, the evidence also indicates a greater correspondence between the sociometric status of those who were rejected for work and play alike than for those who were chosen on both criteria. Pupils displayed some inclination to differentiate between work and play in choosing their fellows, but were most disposed to reject their peers for both work and play alike.

In summary, therefore, the results of this analysis of different types of sociometric status among first-year secondary school pupils have demonstrated the independence of chosen and rejected status among the pupils sampled, and have confirmed the observed tendency among pupils not to discriminate between work and play in their choices, and more particularly in their rejections, of their peers.

Table 8.4.1: *Correlation of pupils' chosen and rejected status for work and play within four types of secondary school*

| | Work Chosen/ Work Rejected | Work Chosen/ Play Chosen | Play Chosen/ Work Rejected | Work Chosen/ Play Rejected | Work Rejected/ Play Rejected | Play Chosen/ Play Rejected |
|---|---|---|---|---|---|---|
| Grammar (N=968) | -.07 | .57 | -.12 | -.07 | .78 | -.09 |
| Secondary (Intermediate) (N=934) | -.06 | .59 | -.01 | -.05 | .74 | -.03 |
| Bilateral (N=511) | -.06 | .55 | .05 | .03 | .74 | .07 |
| Junior High (N=605) | -.08 | .55 | -.08 | -.08 | .68 | -.13 |
| Total (N=3018) | -.06 | .55 | -.04 | -.04 | .75 | -.05 |

## 8.5 SELF CONCEPTS OF POPULAR AND UNPOPULAR PUPILS

Table 8.5.1 illustrates those aspects of pupils' expressed self-concepts which most effectively distinguished between pupils categorised as overchosen, underchosen and unexceptional by their peers. The results refer to the total sample of first year secondary school pupils, or the combined aggregate of pupils in the 4 types of secondary school surveyed. The differences expressed, while not always attaining statistical significance, are presented in parallel for both work and play to facilitate comparisons between choices and rejections on these criteria.

In terms of the work choices of their peers, pupils who were statistically overchosen perceived themselves as being significantly more clever than their fellows and as being better at keeping up with their class, working hard and remembering lessons than others in their class. Such pupils equally regarded themselves as better at, and more capable of being liked, liking others and making new friends than their classmates. They also saw themselves as being more proficient at games, as having a greater diversity of spare time interests and hobbies, and as being more disposed to speak their minds than others in their class.

However, while pupils who were overchosen for work considered themselves better able to talk with teachers, pupils who were underchosen on this criterion regarded themselves as better at obeying and liking teachers, though differences in these characteristics were not always significant. Pupils who were underchosen for work also perceived themselves as being physically bigger than others, and as being more disposed to obey their parents, have good manners, plan their homework and read in their spare time than their peers.

Pupils who were unexceptional, that is, those who were neither under- nor overchosen for work, were statistically superior to their classmates on one attribute only, their estimation of their capacity for helping others.

Those aspects of the self concept which most effectively distinguished pupils who were overchosen for play from others in their class were almost exclusively social in character. As evidenced in Table 8.5.1, highly chosen pupils on this criterion regarded themselves as being better at games, as being more energetic, persevering and outspoken, and as being more capable of making new friends, making friends with girls, being more liked by others and being easier to like than others in their class.

As previously, pupils who were overchosen for play considered themselves

Table 8.5.1: *Peer-related self concepts of pupils in different categories of choice: total sample*

| | WORK CHOICES | | | | | PLAY CHOICES | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Attribute | Unex. (N=2372) Mean | Under- (N=101) Mean | Over- (N=218) Mean | F-ratio | P | Unex. (N=2876) Mean | Under- (N=101) Mean | Over- (N=222) Mean | F-ratio | P |
| Being clever | 2.07 | 1.95 | 2.18 | 6.82 | .001 | 2.08 | 1.99 | 2.09 | 1.30 | N.S. |
| Keeping up with class | 2.13 | 2.02 | 2.24 | 6.90 | .001 | 2.13 | 2.08 | 2.17 | 1.06 | N.S. |
| Remembering lessons | 2.08 | 2.08 | 2.19 | 3.18 | .042 | 2.09 | 2.11 | 2.10 | 0.10 | N.S. |
| Working hard | 2.15 | 2.06 | 2.21 | 2.88 | .057 | 2.15 | 2.11 | 2.14 | 0.36 | N.S. |
| Sticking at things | 2.14 | 2.15 | 2.21 | 1.33 | N.S. | 2.13 | 2.12 | 2.24 | 2.86 | .058 |
| Planning homework | 2.04 | 2.13 | 1.97 | 2.43 | .089 | 2.04 | 2.08 | 2.01 | 0.48 | N.S. |
| Liking teachers | 2.10 | 2.13 | 2.07 | 0.51 | N.S. | 2.11 | 2.21 | 2.00 | 5.27 | .005 |
| Obeying teachers | 2.12 | 2.18 | 2.13 | 0.72 | N.S. | 2.12 | 2.12 | 2.03 | 4.03 | .018 |
| Talking to teachers | 2.00 | 2.04 | 2.10 | 2.71 | .067 | 2.00 | 2.04 | 2.11 | 3.22 | .040 |
| Liking others | 2.19 | 2.19 | 2.27 | 3.08 | .046 | 2.19 | 2.16 | 2.26 | 2.10 | N.S. |
| Making new friends | 2.20 | 2.10 | 2.28 | 3.16 | .042 | 2.20 | 2.00 | 2.29 | 8.38 | .000 |
| Being easy to like | 2.16 | 2.01 | 2.17 | 4.23 | .015 | 2.16 | 1.98 | 2.19 | 6.42 | .002 |
| Making friends with girls | 2.16 | 2.15 | 2.21 | 0.81 | N.S. | 2.15 | 2.10 | 2.30 | 6.01 | .003 |
| Being liked by others | 2.05 | 1.85 | 2.12 | 9.50 | .000 | 2.04 | 1.84 | 2.14 | 11.46 | .000 |
| Being good at games | 2.20 | 2.06 | 2.32 | 5.63 | .004 | 2.20 | 1.93 | 2.42 | 19.85 | .000 |
| Being bigger than others | 2.10 | 2.27 | 2.14 | 3.56 | .029 | 2.11 | 2.21 | 2.05 | 1.86 | N.S. |
| Having energy | 2.19 | 2.18 | 2.25 | 1.09 | N.S. | 2.18 | 2.18 | 2.30 | 4.05 | .018 |
| Reading in spare time | 2.07 | 2.11 | 2.04 | 0.38 | N.S. | 2.07 | 2.16 | 1.97 | 2.82 | .060 |
| Interests and hobbies | 2.27 | 2.33 | 2.38 | 3.50 | .031 | 2.28 | 2.24 | 2.36 | 2.30 | N.S. |
| Having good manners | 2.20 | 2.21 | 2.16 | 0.46 | N.S. | 2.21 | 2.13 | 2.09 | 5.43 | .005 |
| Helping others | 2.19 | 2.15 | 2.11 | 2.66 | .071 | 2.18 | 2.24 | 2.18 | 0.50 | N.S. |
| Obeying parents | 2.27 | 2.37 | 2.19 | 3.72 | .025 | 2.28 | 2.35 | 2.17 | 4.68 | .010 |
| Speaking my mind | 2.05 | 1.95 | 2.12 | 2.55 | .079 | 2.04 | 2.02 | 2.13 | 1.88 | N.S. |

Table 8.5.2: *Peer-related self concepts of pupils in different categories of rejection: total sample*

| Attribute | WORK REJECTIONS<br>Unex. (N=2372) Mean | Under- (N=101) Mean | Over- (N=218) Mean | F-ratio | P | PLAY REJECTIONS<br>Unex. (N=2876) Mean | Under- (N=101) Mean | Over- (N=222) Mean | F-ratio | P |
|---|---|---|---|---|---|---|---|---|---|---|
| Being clever | 2.08 | 2.15 | 1.99 | 6.42 | .002 | 2.08 | 2.15 | 1.98 | 7.45 | .001 |
| Liking schoolwork | 2.08 | 2.12 | 2.00 | 3.69 | .025 | 2.08 | 2.12 | 2.02 | 1.98 | N.S. |
| Learning things quickly | 2.13 | 2.17 | 2.05 | 5.26 | .005 | 2.13 | 2.18 | 2.02 | 10.55 | .000 |
| Getting schoolwork right | 2.10 | 2.08 | 2.06 | 1.00 | N.S. | 2.09 | 2.15 | 2.04 | 3.57 | .028 |
| Keeping up with class | 2.14 | 2.20 | 2.07 | 4.81 | .008 | 2.14 | 2.19 | 2.04 | 6.38 | .002 |
| Getting homework done in time | 2.10 | 2.11 | 2.00 | 4.03 | .018 | 2.10 | 2.08 | 2.01 | 3.04 | .048 |
| Working hard | 2.15 | 2.22 | 2.08 | 5.77 | .003 | 2.15 | 2.23 | 2.08 | 6.71 | .001 |
| Sticking at things | 2.15 | 2.13 | 2.09 | 1.44 | N.S. | 2.16 | 2.07 | 2.10 | 2.88 | .056 |
| Not making excuses | 2.14 | 2.18 | 2.07 | 3.45 | .032 | 2.14 | 2.19 | 2.08 | 2.78 | N.S. |
| Being attentive in class | 2.08 | 2.17 | 1.98 | 7.62 | .001 | 2.08 | 2.13 | 1.98 | 5.54 | .004 |
| Liking teachers | 2.10 | 2.17 | 2.04 | 3.55 | .029 | 2.10 | 2.15 | 2.07 | 1.64 | N.S. |
| Obeying teachers | 2.13 | 2.19 | 2.02 | 8.53 | .000 | 2.12 | 2.18 | 2.05 | 4.35 | .013 |
| Being liked by teachers | 1.98 | 2.03 | 1.93 | 2.49 | .083 | 1.98 | 2.01 | 1.96 | 0.86 | N.S. |
| Being liked by others | 2.05 | 2.07 | 1.99 | 2.01 | N.S. | 2.05 | 2.06 | 1.98 | 2.91 | .055 |
| Making friends with boys | 2.14 | 2.10 | 2.21 | 3.19 | .042 | 2.14 | 2.14 | 2.20 | 1.45 | N.S. |
| Being good at games | 2.21 | 2.20 | 2.22 | 0.10 | N.S. | 2.22 | 2.25 | 2.12 | 3.18 | .042 |
| Being bigger than others | 2.11 | 2.03 | 2.18 | 3.27 | .039 | 2.11 | 2.00 | 2.17 | 4.85 | .008 |
| Having good manners | 2.21 | 2.17 | 2.11 | 4.60 | .010 | 2.21 | 2.15 | 2.14 | 2.78 | N.S. |
| Helping others | 2.18 | 2.18 | 2.24 | 1.86 | N.S. | 2.17 | 2.19 | 2.26 | 3.29 | .038 |
| Keeping my temper | 1.99 | 2.09 | 1.93 | 4.40 | .012 | 1.99 | 2.05 | 1.92 | 2.96 | .052 |
| Living my own life | 2.20 | 2.18 | 2.26 | 2.22 | N.S. | 2.20 | 2.22 | 2.27 | 2.77 | .063 |
| Speaking my mind | 2.04 | 2.01 | 2.16 | 5.48 | .004 | 2.05 | 2.00 | 2.10 | 1.94 | N.S. |
| Enjoying school | 2.18 | 2.29 | 2.15 | 4.21 | .015 | 2.17 | 2.28 | 2.19 | 3.76 | .024 |

better able to talk with teachers, whereas pupils who were underchosen perceived themselves as being better at both liking and obeying teachers. The differences here were in all cases statistically significant. Pupils who were underchosen for play also regarded themselves as more disposed to obey their parents and to read in their spare time than their fellows.

Pupils who were categorised as unexceptional in terms of the play choices of their peers viewed themselves as being more disposed to obey their teachers than their more popular classmates, but displayed clear overall superiority to their classmates on one aspect of the self concept only, their perception of their ability to have good manners.

Those aspects of the self-esteem of pupils in different categories of rejection illustrated in Table 8.5.2, while sharing some similarities with those in the corresponding categories of choice, were nevertheless sufficiently different in character to suggest, in keeping with the results obtained in Section 8.4, that pupils may not always employ the same frames of reference in choosing as in rejecting their peers. The profiles of pupils in various categories of rejection, irrespective of criteria, were also generally less 'social' in orientation, and rather more strongly differentiated.

Pupils who were under-rejected for work resembled those who were overchosen on this criterion to the extent that they perceived themselves as being significantly more clever, more hard-working and more capable of keeping up with their class than their peers. However, the academic profile of under-rejected pupils was considerably more extensive than their overchosen profile, in that they also saw themselves as being significantly more proficient at learning things quickly, not making excuses, being attentive in class, getting homework done in time, liking schoolwork and generally enjoying school more than others in their class. Moreover, in contrast with their overchosen status on this criterion, pupils who were under-rejected for work perceived themselves as being more disposed to obey their teachers, and equally as being more capable of liking and being liked by their teachers than their fellows. The only non-academic attribute on which under-rejected pupils considered themselves to be superior to their peers was their ability to keep their tempers.

Pupils who were over-rejected for work were similar in profile to those who were under-chosen on this criterion to the extent that pupils in both categories perceived themselves as being physically bigger than others. However, over-rejected pupils also viewed themselves as being better at making friends with boys and at speaking their minds than others in their class.

As in the case of their unexceptional status for play, those who did not fall within either of the extremes of rejection for work perceived themselves as being significantly superior to their fellows on one attribute only, their capacity to have good manners.

The characteristics of pupils who were under-rejected for play strongly resembled those of pupils who were under-rejected for work, but bore virtually no resemblance to those of pupils who were overchosen on this criterion, being markedly less social in character. Thus pupils who were under-rejected for play by their peers regarded themselves as being significantly more clever than their classmates, and as being better at learning things quickly, keeping up with their class, getting schoolwork right, working hard, not making excuses, being attentive in class and as generally enjoying school more than their fellows. Moreover, their perceptions of their relationships with teachers, while not significantly different from those of their peers, were directionally similar to those of pupils who were under-rejected for work, and in all cases favoured those who regarded themselves as having positive relationships with their teachers. As was the case with most indices of popularity previously considered, pupils who were under-rejected for play considered themselves to be more proficient at games than their peers.

Pupils who were over-rejected for play regarded themselves as being physically bigger than others, an attribute associated with measures of unpopularity on previous criteria. Such pupils also saw themselves as being more capable of helping others, and as being more disposed to live their own lives than others in their class.

Pupils categorised as unexceptional, that is as neither under- nor over-rejected for play by their peers, perceived themselves as being better at persevering, getting homework done in time and having good manners, an attribute also previously associated with unexceptional sociometric status.

In summary, therefore, certain characteristics emerged from these analyses of the self-concepts of the total sample which might be interpreted as common to the description of pupil popularity, whether defined in terms of degrees of choice or rejection. Thus pupils' estimates of their own intellectual aptitude, their ability to keep up with their classes, their capacity for working hard and their prowess at games were all clearly and significantly related to the sociometric definition of popularity on at least three of the indices employed in the study. Conversely, pupils' estimation of their greater physical size was commonly associated with either peer group rejection or lack of choice on at least three of the indices considered, and their ability to have good manners was regarded as unexceptional, attracting neither undue choice nor excessive rejection.

However, other aspects of the self-esteem of pupils under notionally similar conditions of choice and rejection suggest that degrees of choice and rejection should not invariably be interpreted as equivalent definitions of pupil popularity, but that such sociometric judgements may in certain instances represent psychologically discrete operations. The nature and extent of the relationships which pupils had with their teachers, for example, was differentially associated with their chosen status for work and play, pupils who talked with teachers being regarded as popular, those who liked and obeyed their teachers being regarded as unpopular. However, no such differentiation was apparent in the rejected status for pupils, where those with favourable relationships with teachers, of whatever kind, were the least rejected of all.

This analysis further suggested a strong social or interpersonal component in the self-concepts of pupils in differing categories of choice, and a strong academic component in the self-concepts of pupils in differing categories of rejection. One possible interpretation of these findings may be that, of the two types of sociometric judgement, the rejected status of pupils would seem to the more context-bound and the most likely to be influenced by the contingencies of particular school environments.

## 8.6 BIOGRAPHICAL ATTRIBUTES OF POPULAR AND UNPOPULAR PUPILS

This section deals with aspects of the social, material and educational background of pupils in the different categories of choice and rejection. The results relate, as previously, to the total sample, and are again presented in parallel to facilitate comparisons between criteria, even where in certain instances the differences do not attain statistical significance.

Table 8.6.1 gives the percentages of pupils within each of the categories of choice for work possessing particular biographical attributes. Here it may

Table 8.6.1: *Percentage of pupils in different categories of choice possessing particular biographical attributes*

| | N | WORK CHOICES Unex. (N=2513) | WORK CHOICES Under- (N=101) | WORK CHOICES Over- (N=231) | PLAY CHOICES Unex. (N=2508) | PLAY CHOICES Under- (N=101) | PLAY CHOICES Over- (N=236) |
|---|---|---|---|---|---|---|---|
| Father's Occupation | | | | | | | |
| Non-manual | 1472 | 64 | 53 | 38 | 64 | 61 | 62 |
| Manual | 845 | 36 | 47 | 42 | 36 | 39 | 38 |
| | | $\chi^2$=6.79; p=.0335 | | | $\chi^2$=0.59; p=N.S. | | |
| Selection Entry | | | | | | | |
| Yes | 2199 | 77 | 65 | 83 | 78 | 65 | 80 |
| No | 646 | 23 | 35 | 17 | 22 | 35 | 20 |
| | | $\chi^2$=12.68; p=.0018 | | | $\chi^2$=9.06; p=.0108 | | |
| Selected Status | | | | | | | |
| Pass | 838 | 29 | 21 | 36 | 30 | 27 | 27 |
| Fail | 2007 | 71 | 79 | 64 | 70 | 73 | 73 |
| | | $\chi^2$=9.05; p=.0108 | | | $\chi^2$=1.39; p=N.S. | | |
| Fee-Paying | | | | | | | |
| Yes | 205 | 7 | 14 | 5 | 7 | 10 | 9 |
| No | 2638 | 93 | 86 | 95 | 93 | 90 | 91 |
| | | $\chi^2$=8.11; =.0174 | | | $\chi^2$=1.85; p=N.S. | | |
| Siblings at Grammar School | | | | | | | |
| Yes | 887 | 31 | 24 | 36 | 31 | 27 | 38 |
| No | 1958 | 69 | 76 | 64 | 69 | 73 | 62 |
| | | $\chi^2$=5.04; p=.0803 | | | $\chi^2$=6.52; p=.0384 | | |
| Homework completed before TV | | | | | | | |
| Yes | 1778 | 63 | 71 | 59 | 63 | 71 | 55 |
| No | 1057 | 37 | 29 | 41 | 37 | 29 | 45 |
| | | $\chi^2$=4.39; p=.1114 | | | $\chi^2$=9.86; p=.0072 | | |
| TV programmes restricted | | | | | | | |
| Yes | 1792 | 63 | 61 | 71 | 63 | 62 | 69 |
| No | 1048 | 37 | 39 | 29 | 37 | 38 | 31 |
| | | $\chi^2$=6.82; p=.0330 | | | $\chi^2$=3.94; p=N.S. | | |
| Library Visits | | | | | | | |
| Never | 1185 | 43 | 29 | 34 | 42 | 31 | 40 |
| Sometimes | 876 | 31 | 32 | 33 | 31 | 31 | 30 |
| Often | 773 | 26 | 39 | 33 | 27 | 38 | 30 |
| | | $\chi^2$=16.69; p=.0022 | | | $\chi^2$=8.61; p=.0717 | | |
| Playing for Teams outside School | | | | | | | |
| Yes | 1070 | 37 | 41 | 44 | 37 | 34 | 50 |
| No | 1774 | 63 | 59 | 56 | 63 | 66 | 50 |
| | | $\chi^2$=5.27; p=.0719 | | | $\chi^2$=16.04; p=.0003 | | |

be noted that whereas pupils fron non-manual backgrounds formed the highest proportion of those regarded as unexceptional in terms of the work choices of their peers, pupils from manual backgrounds figured most prominently among the underchosen on this criterion.

In terms of their educational characteristics, pupils who entered for the Northern Ireland Selection Procedure, those who were successful in being selected for grammar schools and those who already had brothers or sisters attending grammar schools were most strongly represented in the overchosen category for work, whereas pupils who had not entered for the procedure, those who were unsuccessful in being selected, those who did not have siblings attending grammar schools and those who paid fees at grammar school were most strongly represented in the underchosen category of this criterion.

The television-viewing habits encouraged in the home also distinguished between pupils' chosen status for work, but not always in a similar fashion. Whereas pupils whose television viewing was restricted to certain selected programmes were prominently represented in the overchosen category for work, those who were not permitted to watch television until they had completed their homework figured most appreciably in the underchosen category of choices on this criterion. While such differences do not always attain significance, a possible interpretation of the trend which the evidence suggests may be that absolute prohibition of television viewing prior to homework may reflect a type of parental anxiety about inadequate pupil progress which selective programme monitoring may not.

Another noteworthy feature of this analysis is that while pupils who played for teams outside school were most highly represented among those who were overchosen for work, those who frequently visited their local library tended to be among the underchosen on this criterion. These results are fully in accordance with the findings of the previous section, where pupils who perceived themselves as being better at games than their peers were regarded as popular for both work and play, and those who reported that they spent much of their spare time reading were regarded as unpopular.

The proportional occurrence of pupils possessing particular biographical characteristics within the different categories of choice for play are also illustrated in Table 8.6.1. Among the strongest distinguishing attributes were those which suggested that while pupils who entered for the Selection Procedure were, as previously, highly represented in the play choices of their peers, those who were, in fact, selected for grammar schools were largely regarded as unexceptional in terms of the play choices of their fellows. However, as previously, those who were obliged to complete their homework before watching television, those who frequently visited their local library and those who did not play for teams outside school were mainly represented among those who were underchosen on this criterion.

The rejected status of pupils for both work and play, as illustrated in Table 8.6.2, is more significantly differentiated than their chosen status by their biographical characteristics, a feature of pupil preference previously noted in regard to their expressed self-concepts. In terms of their social and material attributes, pupils whose fathers' occupations were non-manual, those who scored above the mean on an index of material provision in the home, those who were not obliged to share their bedrooms with more than one other person at most, and those from smaller families were all most highly represented in the under-rejected category for work.

With regard to their educational characteristics, pupils who had passed the Selection Procedure for grammar school figured most prominently in the under-rejected category for work, whereas those whose mothers or brothers and sisters had attended secondary (intermediate) schools were most strongly represented in the over-rejected category of this criterion.

In terms of the reading habits encouraged in the home, pupils who reported that their parents had rarely read stories aloud to them, and that space was not provided in their homes for children's books, were most noticeably represented among those who were over-rejected for work. As previously, pupils whose television viewing was restricted to certain selected programmes were under-rejected on this criterion, as were those who aspired to non-manual occupations on leaving school. However, those pupils whose parents most frequently took them on trips of educational interest were highly represented among the work rejections of their peers.

The profiles of pupils most strongly represented in the various categories of rejection for play, as also given in Table 8.6.2, were similar in character, if less significantly differentiated. Pupils who were not selected for grammar school, those whose brothers or sisters attended secondary (intermediate) schools and those whose parents read to them infrequently tended to be over-rejected for play, whereas pupils from non-manual backgrounds, those from smaller families, those who were not obliged to share their bedrooms with more than one other person and those whose parents provided space in the home for children's books were most frequently represented in the overchosen category of this criterion.

Table 8.6.2: *Percentage of pupils in different categories of rejection possessing particular biographical attributes*

| | N | WORK REJECTIONS Unex. (N=2247) | WORK REJECTIONS Under- (N=259) | WORK REJECTIONS Over- (N=339) | PLAY REJECTIONS Unex. (N=2251) | PLAY REJECTIONS Under- (N=277) | PLAY REJECTIONS Over- (N=317) |
|---|---|---|---|---|---|---|---|
| Father's Occupation | | | | | | | |
| Non-manual | 845 | 34 | 52 | 39 | 35 | 50 | 38 |
| Manual | 1472 | 66 | 48 | 61 | 65 | 50 | 62 |
| | | $\chi^2$=26.10; p=.0000 | | | $\chi^2$=19.47; p=.0001 | | |
| Social Class of Father's Occupation | | | | | | | |
| Professional | 155 | 6 | 12 | 7 | 6 | 12 | 7 |
| Intermediate | 640 | 27 | 35 | 27 | 27 | 33 | 28 |
| Skilled (NM) | 228 | 9 | 11 | 12 | 9 | 11 | 13 |
| Skilled (M) | 832 | 38 | 26 | 29 | 38 | 27 | 32 |
| Partly Skilled | 379 | 16 | 14 | 23 | 17 | 14 | 18 |
| Unskilled | 83 | 4 | 2 | 2 | 4 | 3 | 2 |
| | | $\chi^2$=39.55; p=.0000 | | | $\chi^2$=26.41; p=.0032 | | |
| Material Provision in Home | | | | | | | |
| Less than 6 on index | 1378 | 50 | 39 | 47 | 49 | 44 | 50 |
| 6 or above on index | 1455 | 50 | 61 | 53 | 51 | 56 | 50 |
| | | $\chi$ =11.12; p=.0039 | | | $\chi$ =3.01; p=N.S. | | |
| Family Size | | | | | | | |
| 2 or Fewer | 2237 | 21 | 29 | 24 | 21 | 28 | 24 |
| 3 children | 257 | 40 | 44 | 37 | 40 | 42 | 38 |
| 4 or more children | 338 | 39 | 27 | 39 | 39 | 30 | 38 |
| | | $\chi^2$=18.73; p=.0009 | | | $\chi^2$=13.80; p=.0080 | | |
| Sharing Bedroom | | | | | | | |
| 1 or none | 2149 | 75 | 84 | 76 | 75 | 83 | 75 |
| More than 1 | 695 | 25 | 16 | 24 | 25 | 17 | 25 |
| | | $\chi^2$=11.28; p=.0036 | | | $\chi^2$=8.15; p=.0170 | | |
| Selected Status | | | | | | | |
| Pass | 838 | 29 | 38 | 25 | 30 | 34 | 24 |
| Fail | 2007 | 71 | 62 | 75 | 70 | 66 | 76 |
| | | $\chi^2$=10.80; p=.0045 | | | $\chi^2$=6.78; p=.0337 | | |

Table 8.6.2.cont'd.

| | | WORK REJECTIONS | | | PLAY REJECTIONS | | |
|---|---|---|---|---|---|---|---|
| | N | Unex. (N=2247) | Under- (N=259) | Over- (N=339) | Unex. (N=2251) | Under- (N=277) | Over- (N=317) |
| Mother at Secondary (Intermediate) School | | | | | | | |
| Yes | 1070 | 60 | 51 | 58 | 59 | 57 | 58 |
| No | 748 | 40 | 49 | 42 | 41 | 43 | 42 |
| | | $\chi^2=5.85$; p=.0538 | | | $\chi^2=0.64$; p=N.S. | | |
| Siblings at Secondary (Intermediate) School | | | | | | | |
| Yes | 1511 | 54 | 45 | 55 | 54 | 46 | 52 |
| No | 1334 | 46 | 55 | 45 | 46 | 54 | 48 |
| | | $\chi^2=7.59$; p=.0225 | | | $\chi^2=6.19$; p=.0452 | | |
| TV Programmes Restricted | | | | | | | |
| Yes | 1792 | 64 | 61 | 56 | 64 | 62 | 59 |
| No | 1048 | 36 | 39 | 44 | 36 | 38 | 41 |
| | | $\chi^2=8.68$; p=.0131 | | | $\chi^2=3.22$; p=N.S. | | |
| Stories read to by Parents | | | | | | | |
| Never | 489 | 18 | 12 | 21 | 17 | 14 | 20 |
| Sometimes | 1047 | 37 | 45 | 35 | 37 | 43 | 34 |
| Often | 1264 | 45 | 43 | 44 | 45 | 43 | 46 |
| | | $\chi^2=12.53$; p=.0138 | | | $\chi^2=6.10$; p=N.S. | | |
| Space provided for Children's Books | | | | | | | |
| Yes | 2205 | 78 | 85 | 73 | 78 | 82 | 73 |
| No | 635 | 22 | 15 | 27 | 22 | 18 | 27 |
| | | $\chi^2=12.31$; p=.0021 | | | $\chi^2=6.73$; p=.0346 | | |
| Educational Trips | | | | | | | |
| Never | 1230 | 44 | 38 | 45 | 44 | 38 | 42 |
| Sometimes | 1302 | 46 | 51 | 40 | 45 | 51 | 44 |
| Often | 309 | 10 | 11 | 15 | 11 | 11 | 14 |
| | | $\chi^2=12.82$; p=.0122 | | | $\chi^2=7.95$; p=.0935 | | |
| Occupational Aspiration | | | | | | | |
| Non-manual | 1613 | 68 | 75 | 65 | 68 | 73 | 67 |
| Manual | 757 | 32 | 25 | 35 | 32 | 27 | 33 |
| | | $\chi^2=5.01$; p=.0818 | | | $\chi^2=2.39$; p=N.S. | | |

In brief, therefore, this analysis of the background characteristics of pupils in different categories of choice and rejection would again suggest that the characteristics of such pupils were distinguished more definitively in relation to work than play, and more extensively by the rejections rather than the choices of their peers. Nevertheless, a certain complementarity is discernible between the biographical profiles of popular and unpopular pupils, however designated. Thus, while pupils who were underchosen for work were shown to have come from largely manual backgrounds, those who were over-rejected on this criterion were also shown to have come from such backgrounds. Their rejected status further indicates that such pupils came from larger families, and from homes with less than average material provision and relatively inadequate accommodation.

Moreover, while pupils who were overchosen for work were significantly more highly represented among those who entered for, and were successful in, the Selection Procedure for grammar schools and who had brothers or sisters who attended such schools, those who were over-rejected on this criterion were shown to have failed to be selected for grammar schools and to have had parents or siblings who attended secondary (intermediate) schools. A similar affinity between designations of popularity was apparent in the television viewing habits of pupils, where pupils whose access to certain television programmes was restricted were either overchosen or under-rejected for work by their peers.

## 8.7 PERSONALITY CHARACTERISTICS OF POPULAR AND UNPOPULAR PUPILS

Wilson (1969) has argued that since traits akin to Neuroticism/Stability and Introversion/Extraversion have been distinguished as the two most common factors in both teacher and peer-group ratings of pupils, the sociometric status of pupils should be investigated in relation to objective measures of such traits. In the present study the Junior Eysenck Personality Inventory was administered to first year secondary school pupils, and this section describes the extent to which the traits measured distinguished between pupils in the different categories of choice and rejection in both the total sample and within the four types of secondary school represented in the study.

Table 8.7.1 summarises the results for the total sample of pupils surveyed, relative to their scores on the Extraversion, Neuroticism and Lie Scales respectively. The differences obtained indicate that pupils who were overchosen for both work and play, and also those who were under-rejected for play gained significantly higher scores on the Extraversion Scale than their peers. Those who were under-rejected for work likewise scored more highly on this measure than others, but the difference was not significant.

Alternatively, pupils who were over-rejected for both work and play gained the highest scores on the Neuroticism Scale, though the difference in the case of rejection for work did not attain significance. Pupils who were underchosen for play were the only sociometric group to gain significantly higher scores than their peers on the Lie Scale, though the trend of differences on this scale was generally characteristic of those regarded as unpopular for both work and play by their fellows.

In general terms, therefore, the differences obtained on these objectively measured dimensions of personality within the total sample were meaningfully and directionally consistent with peer group definitions of chosen and rejected status within their own classes, and were more apparent in regard to pupils at the extremes of choice and rejection than in regard to those categorised as unexceptional.

Table 8.7.2 illustrates the mean differences obtained in the grammar school sample relative to their sociometric status for work and play. Here it is clear that, with the possible exception of those overchosen for work, a similar pattern of significant differences did not obtain. Insofar as directional differences were discernible, those who were overchosen for work and play gained higher scores on Extraversion, those who were over-rejected for work and play obtained higher scores on Neuroticism, and high scores on the Lie Scale were generally associated with underchosen status on both criteria.

The pattern of scores obtained in regard to the secondary (intermediate) school sample, Table 8.7.3, was more significantly differentiated than that of the grammar school sample, and was similar in character to that of the total sample. Pupils who were either overchosen or under-rejected on alternate criteria gained significantly higher scores on the Extraversion Scale than their fellows. While the differences obtained were not otherwise significant, there was also a tendency for those who were either underchosen or over-rejected for both work and play to obtain the highest scores on the Neuroticism and Lie Scales, respectively.

Table 8.7.1: *Personality traits of popular and unpopular pupils in different categories of choice and rejection - total sample*

| | WORK CHOICES | | | | | PLAY CHOICES | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Unex. (N=2494) | Under- (N=103) | Over- (N=222) | | | Unex. (N=2495) | Under- (N=99) | Over- (N=225) | | |
| Total Sample | Mean | Mean | Mean | F-ratio | P | Mean | Mean | Mean | F-ratio | P |
| Extraversion | 16.76 | 16.17 | 17.59 | 6.00 | .003 | 16.75 | 15.70 | 17.84 | 12.12 | .000 |
| Neuroticism | 13.00 | 12.17 | 12.73 | 1.46 | N.S. | 12.96 | 12.99 | 12.79 | 0.11 | N.S. |
| Lie Scale | 3.68 | 3.85 | 3.37 | 2.10 | N.S. | 3.69 | 4.09 | 3.20 | 6.06 | .002 |

| | WORK REJECTIONS | | | | | PLAY REJECTIONS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Unex. (N=2224) | Under- (N=267) | Over- (N=328) | | | Unex. (N=2231) | Under- (N=284) | Over- (N=304) | | |
| Total Sample | Mean | Mean | Mean | F-ratio | P | Mean | Mean | Mean | F-ratio | P |
| Extraversion | 16.78 | 16.96 | 16.81 | 0.25 | N.S. | 16.80 | 17.21 | 16.43 | 2.98 | .051 |
| Neuroticism | 13.00 | 12.26 | 13.16 | 2.70 | .067 | 13.00 | 12.09 | 13.37 | 4.94 | .007 |
| Lie Scale | 3.65 | 3.72 | 3.70 | 0.11 | N.S. | 3.67 | 3.57 | 3.73 | 0.37 | N.S. |

Table 8.7.2: *Personality traits of popular and unpopular pupils in different categories of choice and rejection - grammar schools*

| | WORK CHOICES | | | | | PLAY CHOICES | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Unex. (N=807) | Under- (N=33) | Over- (N=79) | | | Unex. (N=821) | Under- (N=27) | Over- (N=71) | | |
| Grammer Schools | Mean | Mean | Mean | F-ratio | P | Mean | Mean | Mean | F-ratio | P |
| Extraversion | 17.60 | 16.33 | 18.15 | 2.62 | .073 | 17.58 | 16.52 | 18.21 | 1.98 | N.S. |
| Neuroticism | 12.54 | 10.73 | 12.39 | 1.86 | N.S. | 12.44 | 12.48 | 12.63 | 0.04 | N.S. |
| Lie Scale | 3.42 | 4.03 | 3.30 | 1.44 | N.S. | 3.46 | 3.74 | 3.03 | 1.60 | N.S. |

| | WORK REJECTIONS | | | | | PLAY REJECTIONS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Unex. (N=691) | Under- (N=118) | Over- (N=110) | | | Unex. (N=704) | Under- (N=117) | Over- (N=98) | | |
| Grammar Schools | Mean | Mean | Mean | F-ratio | P | Mean | Mean | Mean | F-ratio | P |
| Extraversion | 17.65 | 17.43 | 17.45 | 0.27 | N.S. | 17.66 | 17.50 | 17.28 | 0.48 | N.S. |
| Neuroticism | 12.55 | 11.59 | 12.83 | 1.95 | N.S. | 12.51 | 11.64 | 13.10 | 2.13 | N.S. |
| Lie Scale | 3.42 | 3.54 | 3.41 | 0.18 | N.S. | 3.43 | 3.39 | 3.52 | 0.10 | N.S. |

Table 8.7.3: *Personality traits of popular and unpopular pupils in different categories of choice and rejection - secondary (intermediate) schools*

|  | WORK CHOICES |  |  |  |  | PLAY CHOICES |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Unex. | Under- | Over- |  |  | Unex. | Under | Over- |  |  |
| Secondary Inter- | (N=776) | (N=12) | (N=68) |  |  | (N=762) | (N=13) | (N=81) |  |  |
| mediate Schools | Mean | Mean | Mean | F-ratio | P | Mean | Mean | Mean | F-ratio | P |
| Extraversion | 16.24 | 13.67 | 17.09 | 4.10 | .017 | 16.17 | 13.38 | 17.77 | 9.71 | .000 |
| Neuroticism | 12.80 | 14.92 | 13.07 | 1.04 | N.S. | 12.87 | 15.31 | 12.26 | 1.96 | N.S. |
| Lie Scale | 4.06 | 4.83 | 3.81 | 0.95 | N.S. | 4.07 | 5.08 | 3.72 | 1.91 | N.S. |

|  | WORK REJECTIONS |  |  |  |  | PLAY REJECTIONS |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Unex. | Under- | Over- |  |  | Unex. | Under- | Over- |  |  |
| Secondary Inter- | (N=727) | (N=28) | (N=101) |  |  | (N=725) | (N=38) | (N=93) |  |  |
| mediate Schools | Mean | Mean | Mean | F-ratio | P | Mean | Mean | Mean | F-ratio | P |
| Extraversion | 16.32 | 17.50 | 15.64 | 2.68 | .069 | 16.33 | 17.95 | 15.17 | 7.19 | .001 |
| Neuroticism | 12.81 | 12.07 | 13.36 | 0.81 | N.S. | 12.85 | 11.66 | 13.35 | 1.42 | N.S. |
| Lie Scale | 4.00 | 4.46 | 4.35 | 1.31 | N.S. | 4.03 | 3.97 | 4.29 | 0.50 | N.S. |

Table 8.7.4: *Personality traits of popular and unpopular pupils in different categories of choice and rejection - bilateral schools*

|  | WORK CHOICES |  |  |  |  | PLAY CHOICES |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Unex. | Under- | Over- |  |  | Unex. | Under- | Over- |  |  |
| Bilateral | (N=424) | (N=25) | (N=38) |  |  | (N=431) | (N=28) | (N=28) |  |  |
| Schools | Mean | Mean | Mean | F-ratio | P | MMean | Mean | Mean | F-ratio | P |
| Extraversion | 16.22 | 16.08 | 17.24 | 1.22 | N.S. | 16.35 | 14.93 | 16.86 | 2.06 | N.S. |
| Neuroticism | 13.65 | 11.80 | 13.82 | 1.65 | N.S. | 13.49 | 13.36 | 15.07 | 1.33 | N.S. |
| Lie Scale | 3.45 | 3.68 | 3.05 | 0.58 | N.S. | 3.46 | 3.75 | 2.71 | 1.43 | N.S. |

|  | WORK REJECTIONS |  |  |  |  | PLAY REJECTIONS |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Unex. | Under- | Over- |  |  | Unex. | Under- | Over- |  |  |
| Bilateral | (N=370) | (N=56) | (N=61) |  |  | (N=361) | (N=64) | (N=62) |  |  |
| Schools | Mean | Mean | Mean | F-ratio | P | Mean | Mean | Mean | F-ratio | P |
| Extraversion | 16.34 | 15.84 | 16.46 | 0.46 | N.S. | 16.40 | 16.19 | 15.79 | 0.67 | N.S. |
| Neuroticism | 13.57 | 13.66 | 13.48 | 0.02 | N.S. | 13.59 | 13.19 | 13.85 | 0.29 | N.S. |
| Lie Scale | 3.47 | 3.38 | 3.25 | 0.23 | N.S. | 3.40 | 3.61 | 3.40 | 0.19 | N.S. |

Table 8.7.5: *Personality traits of popular and unpopular pupils in different categories of choice and rejection - junior high schools*

| | WORK CHOICES | | | | | PLAY CHOICES | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Junior High Schools | Unex. (N=487) Mean | Under- (N=33) Mean | Over- (N=37) Mean | F-ratio | P | Unex. (N=481) Mean | Under- (N=31) Mean | Over- (N=45) Mean | F-ratio | P |
| Extraversion | 16.66 | 16.97 | 17.65 | 1.28 | N.S. | 16.63 | 16.65 | 17.98 | 2.69 | .069 |
| Neuroticism | 13.53 | 12.91 | 11.68 | 2.39 | N.S. | 13.52 | 12.13 | 12.58 | 1.66 | N.S. |
| Lie Scale | 3.72 | 3.45 | 3.05 | 1.49 | N.S. | 3.69 | 4.29 | 2.87 | 3.70 | .025* |
| | WORK REJECTIONS | | | | | PLAY REJECTIONS | | | | |
| Junior High Schools | Unex. (N=436) Mean | Under- (N=65) Mean | Over- (N=56) Mean | F-ratio | P | Unex. (N=441) Mean | Under- (N=65) Mean | Over- (N=51) Mean | F-ratio | P |
| Extraversion | 16.56 | 16.85 | 18.04 | 3.93 | .020* | 16.53 | 17.28 | 17.86 | 3.68 | .026* |
| Neuroticism | 13.55 | 12.35 | 13.14 | 1.59 | N.S. | 13.56 | 12.08 | 13.33 | 2.38 | N.S. |
| Lie Scale | 3.62 | 4.00 | 3.59 | 0.77 | N.S. | 3.68 | 3.60 | 3.51 | 0.15 | N.S. |

The differences between the characteristics of pupils of varying sociometric status in bilateral schools illustrated in Table 8.7.4 were not statistically significant in regard to any of the traits measured. Moreover, no clear pattern of differentiation emerged from their average scores on these measures. While pupils who were overchosen for both work and play obtained the highest scores for Extraversion, they also obtained the highest scores on the Neuroticism Scale. No coherent profile typified their rejected status, Neuroticism favouring those who were under-rejected for work, Extraversion favouring those who were under-rejected for play.

The characteristics of junior high school pupils summarised in Table 8.7.5, while the most significantly differentiated in terms of their sociometric status, were the least consistently distinguished of any of the schools sampled. While those who were overchosen for work and play gained the highest scores on the Extraversion Scales, those who were over-rejected on these criteria were similarly distinguished. Moreover, those categorised as 'unexceptional', whether in terms of their chosen or rejected status, obtained consistently higher scores on the Neuroticism Scale than their peers.

In general, therefore, objective measures of the personality dimensions Extraversion and Neuroticism meaningfully reflected sociometric definitions of chosen and rejected status in regard to scores obtained by pupils in secondary (intermediate) schools, Extraversion being primarily associated with popular status on both criteria, Neuroticism with unpopularity. However, no such consistency typified the profiles of pupils in grammar schools, where Extraversion was associated with overchosen but also with unexceptionally rejected status on both criteria, in bilateral schools where both Extraversion and Neuroticism were characteristic of those who were overchosen, or in junior high schools in which Extraversion was associated with those who were both overchosen and over-rejected for work and play alike.

## 8.8 SUMMARY

For the purposes of this chapter pupil popularity was defined in terms of the extent to which pupils could be statistically categorised as unexceptional, underchosen or overchosen and unexceptional, over-rejected or under-rejected in terms of the work and play nominations of their peers.

The first section of the analysis examined the correspondence between degrees of choice, thus determined, and degrees of rejection on both criteria, work and play, in order to estimate their complementarity and individuality as indices of pupil popularity. The results indicated that pupils tended not to distinguish between work and play in their nominations of their peers, and that the identification of work and play was more strongly reflected in pupils' rejected than in their chosen status. However, the results also clearly indicated that choice and rejection, whether on the same or alternate criteria, are independent forms of social behaviour, and may not be regarded as extreme ends of the same continuum.

The second section of the analysis examined the differences between the expressed self-concept of pupils regarded as popular, unpopular and unexceptional by their peers. Pupils' popularity was defined in terms of both choices and rejections received in relation to the two criteria, work and play.

Analysis of the chosen status of pupils indicated that those who were statistically overchosen by their fellows for work and play alike had the following self-perceptions in common: they saw themselves as being better at making new friends, easier to like, better liked by others, better at games and better able to talk to teachers than others in their class. However, those who were overchosen for work additionally saw themselves as being significantly more clever than their fellows, and as being better at keeping up with the class, remembering lessons, working hard, speaking their minds and having a greater diversity of spare time interests and hobbies than their fellows, whereas those who were overchosen for play, whether boys or girls, additionally saw themselves as being better at making friends with girls, having more energy and being more persevering than others in their class.

Pupils who were underchosen for both work and play had in common the self-perception that they were significantly more disposed to obey their parents than were their fellows. Those who were underchosen for work additionally regarded themselves as being significantly better at planning their homework and being physically bigger than their peers, whereas those who were underchosen for play saw themselves as being significantly more disposed to both like and obey their teachers and to read in their spare time than others in their class.

Pupils who were regarded as unexceptional, or those who were neither under- nor overchosen for work by their peers, saw themselves as being significantly more inclined to help others than their classmates, whereas those who were regarded as unexceptional in terms of the play choices of their peers saw themselves as having better manners than their fellows.

Analysis of the rejected status of pupils indicated that those who were statistically under-rejected by their classmates for both work and play shared the following self-perceptions: they regarded themselves as being significantly more clever than their fellows, and as being more adept at learning things quickly, keeping up with the class, working hard, being attentive in class, obeying their teachers, keeping their tempers and enjoying school than others in their class. Those who were under-rejected for work additionally saw themselves as being significantly better at liking schoolwork, not making excuses for work they hadn't done, liking teachers and being liked by teachers, whereas those who were under-rejected for play saw themselves as being significantly better at being liked by others, getting schoolwork right and being better at games than their fellows.

Pupils who were over-rejected for work and play by their peers shared in common the impression that they were physically bigger than others in their class. Those who were over-rejected for work were additionally of the opinion that they were significantly more disposed to speak their minds and make friends with boys, whereas those who were over-rejected for play saw themselves as being more disposed to live their own lives and to help others than their classmates.

Pupils who were regarded as unexceptional, or who were neither under- nor over-rejected for work by their peers, regarded themselves as having better manners than their fellows, whereas those who were regarded as unexceptional in terms of the play rejections of their peers regarded themselves as being more adept at sticking at things and getting their homework done in time.

In summary, therefore, while certain elements of the self-concepts of pupils were common to both chosen and rejected definitions of popularity and unpopularity, the characteristics which defined pupils' chosen status were noticeably 'social', whereas those which defined pupils' rejected status were noticeably 'academic'. These results confirm the earlier finding that choices and rejections may not be regarded as co-terminous definitions of sociometric status, and suggest that, of the two types of sociometric judgement, rejections would seem to be the more context-bound and the most likely to be influenced by the contingencies of particular school environments.

Among the more notable findings from this section are those which suggest that obedience to teachers and parents is an index of unpopularity in pupils' choices (but not their rejections); that proficiency at games is associated with popular status for both work and play, whereas greater physical size is not; that self-concepts relating to helping others or having good manners are commonly held by pupils who are regarded either as unexceptional or unpopular, and that pupils who regard themselves as more capable than others of speaking their minds and of living their own lives are over-rejected for play by their peers.

The purpose of the second section of the analysis was to illustrate the extent to which the sociometric status of pupils was differentiated by their biographical characteristics on entering secondary school.

The results indicated that, as previously, pupils' background characteristics were distinguished more definitively in relation to work than to play, and more extensively by the rejections than the choices of their peers. However, a greater measure of complementarity was apparent between the biographical profiles of pupils in notionally similar categories of choice and rejection than was apparent in their self concepts.

Pupils from non-manual backgrounds figured most prominently in the overchosen category for play and also in the under-rejected category for work, whereas pupils from manual backgrounds were most strongly represented in the underchosen category for work. Moreover, pupils from homes with above-average material provision, those from smaller families, and those who were not obliged to share their bedrooms with more than one other person at most were most frequently included both in the under-rejected category for work and in the overchosen category for play.

In terms of their educational characteristics, those pupils who had passed the Selection Procedure for grammar schools were most apparent in the overchosen category for work and play, whereas those who had failed the procedure were most frequently underchosen for work and over-rejected for play. Moreover, those whose brothers or sisters attended secondary (intermediate) schools figured most prominently in the underchosen category for work and in the over-rejected categories for both work and play, as did those whose mothers attended secondary (intermediate) schools. Fee-payers attending grammar schools also tended to be underchosen for work, whereas those whose brothers and sisters attended grammar schools were most frequently overchosen on this criterion.

Results relating to reading habits in the home indicated that pupils whose parents read to them infrequently tended to be over-rejected for both work and play, whereas those whose parents provided space in the home for children's books tended to be overchosen on both criteria. However, those pupils who most often visited their local libraries were also frequently represented in the underchosen categories for both work and play alike.

In terms of their television-viewing habits, those pupils who were obliged to complete their homework before watching television tended to be underchosen for both work and play, whereas those whose parents restricted their viewing to certain selected programmes were both overchosen and under-rejected for work by their peers.

The analysis of pupils' recreational pursuits revealed that pupils who played for teams outside school figured most strongly in the overchosen category for work, whereas those who did not participate in such teams figured most prominently in the underchosen category for play. It is noteworthy, also, that pupils whose parents most often took them on trips of educational interest tended to be over-rejected for work by their classmates.

It may be concluded, therefore, that the patterns of differentiation which characterised the first-year intake of 4 types of secondary school described in Chapter 3 are again in part exemplified in terms of the friendship choices made within such schools. Whether in terms of pupils' choices or rejections, or in regard to either work or play, the findings indicate that pupils employ criteria of selection in their friendship nominations within schools which are similar to those which in a previous section were ascribed to the external selection process of the schools themselves.

The purpose of the final section of the analysis was to establish the correspondence between objectively measured personality traits in pupils and their sociometric status as defined by the choices and rejections of their peers, both in the total sample and in terms of the sub-samples representing each of the four types of secondary school to which pupils had transferred.

The results indicated that objective measures of the personality dimensions Extraversion and Neuroticism consistently and meaningfully corresponded with sociometric definitions of choice and rejection in relation to the scores obtained by pupils attending secondary (intermediate) schools, Extraversion being primarily associated with popularity, Neuroticism with unpopularity. However, the lack of consistency typifying the results obtained in grammar, bilateral and junior high schools would suggest that the correspondence obtained is not invariable, and that such apparent inconsistencies may in fact reflect quite tangible differences in the social and academic climates of the different types of secondary school.

# CHAPTER 9: THE LEARNING ENVIRONMENT OF SECONDARY SCHOOLS

## 9.1 INTRODUCTION

While the evidence from both British and American research has indicated that differences in attainment among schoolchildren are much less closely related to school than to home environments, some authors (Kemp 1955; Wilson 1971; Wiley 1976) have questioned the generalisability of this conclusion on the grounds that too little attention has been devoted to an independent conceptualisation of schools as learning environments. However, the evidence concerning the effects of gross demographic features other than the selective characteristics of schools such as school sex, size, location and religious affiliation on pupil adaptation and achievement has, up to the present, been suggestive rather than conclusive.

Musgrove and Taylor (1965) found significant differences between secondary modern and grammar school teachers in the importance they attached to suggested teaching aims, grammar school teachers emphasising their academic and instructional role, secondary teachers stressing the need to provide social and moral training for their pupils. Barr (1959), in his review of the literature relating to schools in urban and rural areas, concluded that the attainment of children from rural backgrounds was consistently and substantially inferior to that of urban children. However, he also suggested that this may in part be due to the selective migration of the most able and socially mobile families, and to inferior educational provision in rural areas. In an American study in this area, Rogoff (1961) found that the attainment and educational aspirations of secondary students from metropolitan and rural backgrounds were inferior to those of students of the same intelligence and socio-economic status from urban backgrounds.

Morrison and McIntyre (1971) report that both school size and class size have frequently been found to be related to pupil attainment: 'the larger the class, and the larger the school, the higher pupils' attainment tends to be'. These findings are interpreted in terms of the increased resources available to large schools, and the effects of rural and central urban depopulation on small classes. However, while Grabe (1976) found that pupils' sense of identification with school and their participation in extra-curricular activities were greater in small than in large schools, Coleman (1966) demonstrated that when the availability of various specific facilities was taken into account, the remaining relationship between school size and attainment was negligible.

Evidence relating to the sex and religious affiliation of schools has been equally inconclusive. Dale (1968), in his summary of research findings relating to coeducational and single sex schools, reported that boys attending coeducational schools reached a generally higher level of attainment than boys attending single sex schools. However, while girls attendings coeducational schools were generally superior in mathematics to girls attending single sex schools, the consensus of findings was not clear. Because of the lack of comparative studies of the types of education received by pupils of differing religious denominations, there is little conclusive evidence as to their effects upon pupil adjustment or success.

Two further aspects of school organisation of more apparent relevance to pupil attainment are the teaching strategies and forms of ability grouping practised in schools. With regard to variety in teaching methods, the recent study by Bennett (1976) found that pupils taught by formal methods were superior in the accuracy of their written English, and not inferior in creative ability, to their less formally taught peers. However, studies by Kemp (1955) and Warburton (1964) found small, positive correlations between pupil attainment and 'progressiveness' in teaching, and the findings of American studies by Spaulding (1963) and Soar (1966) have indicated that 'formal' methods may yield best results in the teaching of basic skills in language and mathematics, whereas informal methods may be best suited to the encouragement of creativity.

Despite the fact that a large number of studies has been devoted to the effects upon pupil attainment of mixed-ability grouping as opposed to streaming in schools, no clear statement in favour of one or other of these strategies can be supported by the evidence. Barker Lunn (1970) found no consistent differences in attainment between streamed and unstreamed schools for pupils of any level of ability, though Svensson (1962) and others have found that while streaming has no effect on the attainment of more able pupils, it tends to lower the attainment of the less able. However, Douglas (1964) noted that streaming tended to be self-confirming to the extent that, over a three-year period, the relative attainment of children in the upper streams in his study improved, while that of the children in the lower streams deteriorated; these trends were most marked among the least able pupils in the upper streams and the most able in the lower streams.

Summarising the evidence in this area, Morrison and McIntyre (1971) suggest that, while ability grouping of itself need not have any direct effect upon attainment, it 'can influence attainment indirectly through its effects upon teachers' expectations of pupils and perceptions of what subjects and standards are appropriate for them'. These authors further add that 'ability grouping, as well as influencing teachers, can affect the self-perceptions of pupils and also the nature of informal social groups among pupils'.

Following Bloom's (1964) influential publication, *Stability and Change in Human Characteristics*, which recommended that research into educational attainment should move from its preoccupation with static pupil characteristics such as intelligence and socio-economic status, or gross school characteristics such as sex and size, to a more dynamic conceptualisation of the social and situational aspects of learning, a series of American studies has been conducted on the relationships between levels of attainment and pupils' perceptions of their learning environments.

Walberg (1974), one of the most prominent authorities in this field, has commented that 'it seems ironic that in educational research enormous efforts have gone into the measurement of aptitudes that cannot be manipulated very effectively after school age (except in the sense of selecting students for instruction), while few studies have been made of environments that can be manipulated'. He reports that in studies conducted by Anthony (1968) and Walberg (1969) on the classroom environments of elementary and high schools, the measures employed accounted for 29 per cent and 16 per cent, respectively, of variation in pupil attainment with initial differences in intelligence being controlled.

Anderson and Walberg (1971), acting on the premise that 'the student is the intended recipient of instructional and other cues in the classroom, and may be the best judge of the learning context', have devised a Learning Environment Inventory to assess pupils' perceptions of such aspects of their classes as Cohesiveness, Diversity, Formality, Goal Direction, Difficulty, Disorganisation, Apathy and Competitiveness. Studies by Anderson and Walberg (1971, 1972, 1974), and Walberg, Sorenson and Fischbach (1972) have indicated that this instrument distinguishes consistently and intelligibly between different curriculum areas, in classes of differing size, and between pupils from differing socio-economic backgrounds. Similar results have been obtained by Trickett and Moos (1974) with an analagous instrument devised more specifically for use in junior high and high school classrooms.

The evidence, as summarised by Anderson and Walberg (1974), would therefore appear to suggest that 'valid and useful differences among educational treatments are often reflected first and most strongly in changes in students' perceptions of their learning environments'. The purpose of the analyses which follow is therefore to describe significant differences in pupils' perceptions of their classroom learning environments relative to the characteristics of the secondary schools which they attended, the size of the classes in which they were enrolled, the types of ability grouping practised in such classes, and their standards of accuracy and use of language in written English.

## 9.2 PROCEDURE

A preliminary inspection of Anderson and Walberg's (1971) 105-item Learning Environment Inventory indicated that considerable modifications would have to be made, both in content and phraseology, before the instrument would be suitable for use in Northern Ireland first-form classrooms. The Classroom Environment Scales devised by Trickett and Moos (1974) proved to be a more feasible alternative, both in regard to content and age-range, and a preliminary pilot study of this instrument was accordingly conducted during September and October 1975, with a sample of 220 first-year pupils in two grammar and two secondary (intermediate) schools in Belfast.

In its published form, the Classroom Environment Scales consists of 90 attitude statements designed to reflect pupils' perceptions of the extent of the Involvement, Affiliation, Support, Task Orientation, Competition, Organisation, Rule Clarity, Teacher Control and Innovation which characterise their learning environments. The factor analysis* of pupil response on this instrument in the pilot study indicated that five rather than nine scales attained levels of internal consistency of sufficient magnitude to warrant their employment in the present investigation, and that these five scales were not identical with those defining the original version of the instrument. However, in all of these scales

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* A principal components analysis of 90 items yielded five components with *eigen* values in excess of unity. These were rotated by Varimax to the structure summarised in Table 9.2.1.

Table 9.2.1: *Dimensions of pupils' perceptions of their classroom learning environments*

| Factor 1 Class Disorder<br>Items | Loading | Factor 2 Teacher Support<br>Items | Loading |
|---|---|---|---|
| The pupils here fool around a lot in class | 0.56 | The teachers here are more like friends than teachers .. .. .. .. .. .. .. | 0.50 |
| The classes here are often very rowdy .. .. | 0.48 | The teachers here take a personal interest in us .. .. .. .. .. .. .. .. | 0.41 |
| A lot of pupils seem to be only half awake during class .. .. .. .. .. .. .. | 0.62 | The teachers here take a lot of trouble to help pupils .. .. .. .. .. .. .. .. | 0.50 |
| Pupils here daydream a lot in class .. .. | 0.55 | The teachers here explain the reasons for the rules .. .. .. .. .. .. .. .. | 0.52 |
| The classes here hardly ever start on time .. | 0.46 | The work we are given is usually so well explained that we know exactly what to do .. | 0.43 |
| The lessons here are sometimes very rushed .. | 0.52 | The teachers think up interesting activities for us to do .. .. .. .. .. .. .. | 0.47 |
| There are long periods when we do nothing at all in class .. .. .. .. .. .. .. | 0.44 | The teachers here are interested in what we want to learn about .. .. .. .. .. | 0.44 |
| Many pupils don't understand what the teachers are doing in class .. .. .. .. .. | 0.49 | The teachers here encourage us to think up new ideas for doing things .. .. .. .. .. | 0.46 |
| Sometimes you can get away with something if the teacher is in a good mood .. .. .. | 0.40 | We spend a lot of time in class trying out new ideas and different ways of doing things .. | 0.42 |
| The pupils don't seem to do much work in this class .. .. .. .. .. .. .. .. | 0.35 | During the lesson, our teachers give us time to talk about things which interest us .. | 0.44 |
| | | Our classrooms here are bright and comfortable | 0.49 |
| | | We would be proud to show our classrooms to a visitor .. .. .. .. .. .. .. .. | 0.40 |
| α-coefficient=0.77 | | α-coefficient=0.74 | |

Table 9.2.1 cont'd

| Factor 3 Class Discipline<br>Items | Loading |
|---|---|
| The teachers make sure that we obey the rules they've made .. .. .. .. .. | 0.60 |
| If a pupil breaks a rule in class, he's sure to get into trouble .. .. .. .. .. | 0.53 |
| You always have to do things exactly the way the teacher wants them .. .. .. .. | 0.52 |
| The teachers here think it is important that we get all the work done before class ends | 0.52 |
| Pupils here have to be careful what they say in class .. .. .. .. .. .. .. | 0.44 |
| When the teachers here make rules, they mean it .. .. .. .. .. .. .. .. | 0.41 |
| Its quite easy to get into trouble in this class .. .. .. .. .. .. .. .. | 0.44 |
| We don't always have to obey the rules in class .. .. .. .. .. .. .. .. | -0.40 |
| The teachers here are not very strict .. | -0.42 |
| Every minute of our time in class is spent working at lessons .. .. .. .. .. | 0.40 |
| α-coefficient=0.68 | |

| Factor 4 Peer Disaffection<br>Items | Loading |
|---|---|
| Some pupils refuse to mix with the rest of the class .. .. .. .. .. .. .. | 0.58 |
| The pupils in this class aren't very interested in getting to know each other .. | 0.43 |
| There are some groups of pupils who don't get along very well with others in the class .. | 0.49 |
| The pupils in this class are easy to get on with .. .. .. .. .. .. .. .. | -0.41 |
| Pupils in this class enjoy helping each other | -0.50 |
| Many pupils complain about the work we do in class .. .. .. .. .. .. .. .. | 0.41 |
| There are groups of pupils in this class who just don't want to work .. .. .. .. | 0.50 |
| The teachers here are nicer to the clever pupils .. .. .. .. .. .. .. .. | 0.45 |
| Every pupil in this class is treated in exactly the same way .. .. .. .. .. | -0.41 |
| The teachers here don't trust the pupils .. | 0.48 |
| Pupils are always expected to do the work the class is doing, and not to branch off on their own .. .. .. .. .. .. .. .. | -0.43 |
| The pupils in this class try hard to get good marks .. .. .. .. .. .. .. .. | -0.44 |
| α-coefficient=0.78 | |

Table 9.2.1 cont'd

Factor 5 Motivational Climate

| Items | Loading |
|---|---|
| Our teachers often take time to talk about things that aren't in the lesson .. .. | 0.59 |
| The teachers here usually stick to the lesson and seldom talk about other things .. | -0.50 |
| Pupils sometimes do extra work on their own which they haven't been asked to do .. .. | 0.58 |
| The pupils in this class take a lot of trouble with their work .. .. .. .. .. .. | 0.42 |
| The teachers hardly ever have to tell us to get back into our seats .. .. .. .. | 0.46 |
| If a pupil misbehaves in class, the teacher will put him out .. .. .. .. .. .. | -0.51 |
| The teachers are always having to tell us to behave .. .. .. .. .. .. .. .. | -0.45 |
| It takes a long time to get to know pupils by their first names in this class .. .. | -0.32 |
| Some pupils in this class are always fighting | -0.34 |
| The things we do in class don't just happen; they are always carefully planned by the teacher .. .. .. .. .. .. .. | -0.22 |

α-coefficient=0.73

the levels of consistency were remarkably high, in many instances exceeding those resulting from the analysis of pupils' Attitudes to Transfer previously described in Chapter 4.

The items comprising each of these five scales and their respective factor loadings are illustrated in Table 9.2.1, together with an estimate of the homogeneity or internal consistency of each scale based upon Cronbach's (1951) formula for the *Alpha* coefficient.

Class Disorder, the first of these scales, is defined by items representing pupils' perceptions of inattentive, undisciplined behaviour on the part of their peers in classes in which lessons are unmotivating and only sporadically organised, and in which discipline is inconsistent. It is most similar to the original 'Involvement' scale in the published version of the Classroom Environment Scales and has a high level of internal consistency.

Teacher Support, the second scale, is defined by items indicating pupils' perceptions of patient, friendly behaviour on the part of teachers who are at pains to explain their subject matter and who make their classwork stimulating and interesting. This scale also displays a high level of internal consistency, and most strongly resembles the 'Support' scale in the original inventory.

Class Discipline, the third scale resulting from this analysis, is defined by items signifying pupils' perceptions of an exacting disciplinary climate in classrooms which are rule-bound and regimented, and in which the teachers are somewhat inflexible. This scale shares some affinity with both the 'Class Organisation' and 'Rule Clarity' scales in the original instrument, and has an acceptably high level of internal consistency.

Peer Disaffection, the fourth scale, is defined by items indicative of pupils' perceptions of anti-social and unco-operative behaviour on the part of individual children or groups of children within the class, a negative attitude towards schoolwork among pupils in general, and partisan behaviour on the part of teachers towards certain pupils. It is the antithesis of the 'Affiliation' scale in the original version of the instrument, and displays the highest level of internal consistency.

Motivational Climate, the fifth and final scale which resulted from this analysis, is defined by items representing pupils' perceptions of voluntary and co-operative engagement by their classmates in interesting and diversified classroom activities organised by teachers who are tolerant of divergent interests and are sympathetic to what pupils have to say. The level of internal consistency in this scale is also high, and it is most similar to the 'Innovation' scale in the original inventory. Items defining a 'Competition' scale were not indicated in this analysis.

For the purposes of the main enquiry the items resulting from this analysis were randomly intermingled and re-drafted as a 54-item inventory to prevent an 'expectancy set' between related items occurring among respondents. Pupils were required to circle the letters 'T' or 'F' following each statement, depending on whether or not the items were true or false assessments of their perceptions of their learning environments. The Classroom Environment Scales were administered to 2841 pupils, or 93 per cent of the target sample, during the second phase of the test programme, April - May 1976.

Information on pupils' general dispositions towards schoolwork was obtained during the first phase of the test programme, February - March 1976, using Entwistle's (1968) Academic Motivation Inventory. Widely used in educational research, this instrument consists of 24 questions relating to homework, schoolwork, parental expectations and occupational aspirations, to which pupils are expected to answer either 'Yes' or 'No'. Of the 3050 pupils sampled, 2838 or 93 per cent completed this inventory. The other sources of information employed in this analysis of pupils' reactions to aspects of their academic environments are based upon pupils' response to the Biographical Inventory described in Chapter 3, and the Junior Eysenck Personality Inventory and Sears' Self-Concept Scales previously described in Chapter 8.

## 9.3 ANALYSIS

The first part of the analysis is devoted to a consideration of the discriminating effects upon pupils' environmental perceptions of such gross demographic characteristics as the type, sex, size, location and religious affiliation of their secondary schools. The effects of class size and streaming policy are also considered in this section.

There then follows an analysis of the differences between pupils in the upper, middle and lower streams of ten three-stream secondary schools in terms of their background characteristics, their personality characteristics, and their perceptions of themselves and of their learning environments.

The third section concentrates more specifically on differences in the personal and environmental perceptions of pupils within each of these streams who were defined either as unexceptional or as under- or over-rejected in terms of the work and play nominations of their peers.

The chapter concludes with an analysis of the relationships between pupils' perceptions of their learning environments and their standards of accuracy in written English as previously described in Chapter 6.

## 9.4 ENVIRONMENTAL PERCEPTIONS OF PUPILS ATTENDING DIFFERENT KINDS OF SECONDARY SCHOOL

This section is devoted to a consideration of pupils' perceptions of their learning environments relative to the general organisational characteristics of the secondary schools which they attended.

Table 9.4.1 illustrates the salient differences in the case of pupils who had transferred to grammar, secondary (intermediate), bilateral and junior high schools.

Table 9.4.1: *Pupils' perceptions of their learning environments by type of secondary school*

| | Grammar (N=924) Mean | Secondary (Intermediate) (N=855) Mean | Bilateral (N=483) Mean | Junior High (N=565) Mean | F-Ratio | P |
|---|---|---|---|---|---|---|
| Class Disorder | 5.43 | 6.29 | 6.56 | 6.23 | 32.57 | .000 |
| Teacher Support | 6.39 | 6.75 | 6.39 | 6.08 | 5.72 | .001 |
| Class Discipline | 5.80 | 6.78 | 6.60 | 6.76 | 46.33 | .000 |
| Peer Disaffection | 4.31 | 5.55 | 5.42 | 4.86 | 43.18 | .000 |
| Motiv. Climate | 6.95 | 5.37 | 5.70 | 5.61 | 127.76 | .000 |

The results indicate that grammar school pupils were the least inclined to view their classes as either disorderly or overly disciplined. They also perceived their learning environments as being significantly more motivating than did those who transferred to other types of secondary school, and were least disposed to regard their peers as disaffected. While secondary (intermediate) school pupils considered their teachers to be most supportive, they also saw their classes as being most rule-bound and disciplined, were least motivated by their environments, and regarded their peers as being most disaffected. Bilateral school pupils perceived their classes to be most disorderly, and were also inclined to regard their fellow pupils as being disaffected. Junior high school pupils, while expressing somewhat less criticism of their fellows, considered their teachers to be significantly less supportive than did those attending other types of secondary school. These differences in pupils' environmental perceptions were highly significant, and were particularly apparent in regard to pupils' response to the Motivational Climate Scale.

Table 9.4.2 summarises the different perceptions of pupils who attended secondary schools which were classified as small (190-500), medium (505-860) and large (930-2280).

Table 9.4.2: *Pupils' perceptions of their learning environments by size of secondary school*

| | Small (N=854) Mean | Medium (N=1065) Mean | Large (N=908) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Class Disorder | 5.63 | 6.31 | 6.13 | 19.95 | .000 |
| Teacher Support | 7.26 | 6.00 | 6.22 | 46.59 | .000 |
| Class Discipline | 6.38 | 6.58 | 6.29 | 5.19 | .006 |
| Peer Disaffection | 4.62 | 5.05 | 5.26 | 14.92 | .000 |
| Motivational Climate | 5.89 | 5.98 | 6.09 | 2.46 | .086 |

Pupils enrolled in secondary schools categorised as small perceived their classroom environments to be significantly less disorderly, their teachers as being more supportive and their peers to be less disaffected than pupils attending larger schools. Conversely, pupils attending medium-sized secondary schools considered their classes to be most rule-bound and disorderly, and did not regard their teachers as being particularly supportive. Pupils attending the larger secondary schools were least inclined to view their classrooms as unduly disciplined and regarded their environments as highly motivating. However, such pupils were also rather more critical of their peers.

Table 9.4.3 indicates the environmental perceptions of pupils who had transferred to single-sex and co-educational secondary schools.

Table 9.4.3: *Pupils' perceptions of their learning environments by sex of secondary school*

| | Single Sex (N=1650) Mean | Coeducational (N=1162) Mean | F-Ratio | P |
|---|---|---|---|---|
| Class Disorder | 6.11 | 5.95 | 2.69 | N.S. |
| Teacher Support | 6.54 | 6.31 | 3.80 | .010 |
| Class Discipline | 6.54 | 6.25 | 13.81 | .000 |
| Peer Disaffection | 4.95 | 5.03 | 0.83 | N.S. |
| Motivational Climate | 6.08 | 5.86 | 8.07 | .008 |

Supplementary analysis indicated that, independently of school types, girls tended to view their teachers as being more supportive and their learning environments as more motivating, but also more disciplined, than did boys. Conversely, boys regarded their classrooms as being more disorderly and their peers as being more disaffected than did girls. The results of the present analysis indicate that, in terms of the kinds of secondary school which they attended, pupils enrolled at single-sex schools perceived their teachers as being more supportive, and their classroom environments as being more motivating if more disciplined than did those attending coeducational schools. While pupils attending coeducational schools regarded their classrooms as being less disorderly, they also viewed their classmates as being more disaffected than did pupils attending single-sex schools.

Table 9.4.4: *Pupils' perceptions of their learning environments by location of secondary school*

| | Metropolitan (N=979) Mean | Urban (N=977) Mean | Rural (N=871) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Class Disorder | 6.33 | 5.85 | 5.95 | 10.63 | .000 |
| Teacher Support | 6.37 | 6.09 | 6.91 | 16.96 | .000 |
| Class Discipline | 6.56 | 6.21 | 6.51 | 8.19 | .000 |
| Peer Disaffection | 5.43 | 4.72 | 4.78 | 23.40 | .000 |
| Motivational Climate | 5.81 | 6.26 | 5.88 | 15.08 | .000 |

Table 9.4.4 describes the reactions of pupils attending metropolitan, urban and rural secondary schools to selected facets of their learning environments. Schools were classified in these categories with reference to the Department of Housing, Local Government and Planning's publication *The Central Place System of Northern Ireland* (1975). Pupils who attended secondary schools in the metropolitan areas of Belfast and Londonderry perceived their classroom environments to be most disorderly, and also considered their peers to be most disaffected. Alternatively, pupils attending rural schools regarded their teachers as being most supportive, while urban pupils indicated the most favourable impression of the motivational climate of their classes, and viewed their learning environments as being least rule-bound and disciplined.

Table 9.4.5 illustrates the perceptual differences between pupils who attended schools in which their fellow pupils mainly belonged to one or other of the major religious denominations.

Table 9.4.5: *Pupils' perceptions of their learning environments by religion of secondary school*

| | Catholic (N=1185) Mean | Protestant (N=1642) Mean | F-Ratio | P |
|---|---|---|---|---|
| Class Disorder | 6.05 | 6.04 | 0.00 | N.S. |
| Teacher Support | 6.42 | 6.45 | 0.10 | N.S. |
| Class Discipline | 6.48 | 6.39 | 1.46 | N.S. |
| Peer Disaffection | 4.85 | 5.08 | 5.74 | .017 |
| Motivational Climate | 6.18 | 5.85 | 19.94 | .000 |

Here it is noticeable that, with the exception of their assessment of the motivational climate of their schools, pupils' perceptions of their classroom environments at secondary school were not extensively differentiated by their religious affiliations. Catholic pupils regarded their learning environments as being significantly more motivating, and their peers as being less disaffected, than did their Protestant counterparts.

Table 9.4.6 summarises the differences in the perceptions of pupils who were enrolled in small classes (13-24), medium classes (25-29) and large classes (30-35) within their respective secondary schools. A total of 111 classes was sampled from within the 31 secondary schools represented in the enquiry, and of these 15 were classified as 'small', 34 were classified as medium, and 62 were classified as large.

Table 9.4.6: *Pupils' perceptions of their learning environments by class size*

| | Small (N=236) Mean | Medium (N=748) Mean | Large (N=1844) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Class Disorder | 6.14 | 6.22 | 5.97 | 3.06 | .047 |
| Teacher Support | 7.28 | 6.52 | 6.30 | 11.35 | .000 |
| Class Discipline | 6.79 | 6.67 | 6.28 | 14.07 | .000 |
| Peer Disaffection | 5.12 | 5.18 | 4.89 | 3.83 | .022 |
| Motivational Climate | 5.69 | 5.70 | 6.15 | 16.88 | .000 |

Pupils enrolled in smaller classes considered their teachers to be most supportive, yet also regarded their classes as being most rule-bound and disciplined. Pupils in large classes, on the other hand, viewed their environments as being least rule-bound and also as being least disorderly. Moreover, pupils in large classes were significantly more highly motivated by their classroom environments, and were significantly less inclined to regard their fellows as disaffected than were pupils in either medium or small classes. An interesting feature of this analysis is the progressive differences between the perceptions of pupils enrolled in small, medium and large classes on the three scales Teacher Support, Class Discipline and Motivational Climate.

Table 9.4.7 indicates the differences between pupils in streamed and non-streamed secondary schools in terms of their perceptions of their learning environments.

Table 9.4.7: *Pupils' perceptions of their learning environments by forms of ability grouping*

| | Streamed (N=1828) Mean | Non-Streamed (N=999) Mean | F-Ratio | P |
|---|---|---|---|---|
| Class Disorder | 6.10 | 5.94 | 2.82 | N.S. |
| Teacher Support | 6.34 | 6.62 | 5.22 | .022 |
| Class Discipline | 6.53 | 6.23 | 13.39 | .000 |
| Peer Disaffection | 4.94 | 5.07 | 1.61 | N.S. |
| Motivational Climate | 6.00 | 5.97 | 0.22 | N.S. |

Pupils who attended non-streamed schools considered their teachers to be significantly more supportive than did those who attended streamed schools, whereas those attending streamed schools considered their classes to be significantly more rule-bound and disciplined.

In brief, therefore, the gross organisational characteristics of schools have distinguished rather more consistently between pupils' perceptions of their learning environments in this study than the literature elsewhere had intimated. The differences revealed may occasionally have been attributable to the effects of more than one set of characteristics, such as school sex and religion, working in conjunction. However, the evidence as presented would suggest that school type, size, location and class size distinguished most effectively between pupils' perceptions of their classroom learning environments, and that the religious affiliation, sex, and streaming policy of schools were among the weakest discriminating factors.

## 9.5 ENVIRONMENTAL, PERSONALITY AND BIOGRAPHICAL DIFFERENCES BETWEEN PUPILS WITHIN THREE-STREAM SECONDARY SCHOOLS

The foregoing section has described the major differences in pupils' perceptions of their learning environments relative to the gross organisational characteristics of the types of secondary school to which they had transferred. This section concentrates more specifically on the characteristics of pupils in different streams within schools, because of the work by Hargreaves (1967), Ford (1969), Lacey (1970) and others which has suggested that existing social class and perceptual differences among pupils entering different types of secondary school may be accentuated by pupils' awareness of their own and others' streamed positions within such schools.

Ten secondary schools were accordingly selected which had organised their first-year pupil intake into clearly-defined upper, middle and lower streams, and differences between the characteristics of pupils in these streams were established. It cannot be stated that the schools thus selected are representative of the population at large. However, to the extent that five of these schools were junior high schools and two were bilateral, (the remainder consisting of two grammar and one secondary (intermediate) schools), it may reasonably be claimed that they adequately reflect the incidence of existing forms of experimentation with comprehensive education in the province.

Table 9.5.1 illustrates the extent to which pupils' perceptions of their classroom environments were differentiated by their streamed position within these schools.

Table 9.5.1: *Pupils' perceptions of their learning environments relative to their streamed position within ten three-stream secondary schools*

| ENVIRONMENTAL PERCEPTIONS | Upper Stream (N=410) Mean | Middle Stream (N=262) Mean | Lower Stream (N=283) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Class Disorder | 5.68 | 6.23 | 6.70 | 18.02 | .000 |
| Teacher Support | 5.52 | 6.48 | 6.66 | 14.40 | .000 |
| Class Discipline | 6.38 | 7.06 | 6.80 | 9.51 | .000 |
| Peer Disaffection | 4.48 | 5.15 | 5.43 | 13.39 | .000 |
| Motivational Climate | 6.35 | 5.71 | 5.65 | 13.85 | .000 |

The results indicate that pupils in the upper streams viewed their environments as being significantly more motivating and less disorderly than did their peers, and were significantly less critical in their assessment of the disaffection of their classmates. Alternatively, pupils in the lower streams regarded their environments as being least motivating and most disorderly, and were most critical of their classmates. Pupils in the middle streams occupied a consistently intermediate position on all of the scales with the exception of Class Discipline. Here middle-stream pupils indicated that they perceived their learning environments as more rule-bound and disciplined than did their peers. However, it is also noticeable that lower stream pupils regarded their teachers as being most supportive, whereas upper stream pupils perceived their teachers as being the least supportive of all.

Table 9.5.2 illustrates the main differences in the objectively measured personality characteristics and academic motivation of pupils in the upper, middle and lower streams of the ten three-stream secondary schools selected for this facet of the enquiry. Pupils' personality dispositions were assessed on the Junior Eysenck Personality Inventory, their motivational dispositions on the Academic Motivation Inventory. The results of both analyses are presented concurrently. The scores of upper stream pupils on the Eysenck (1965) and Entwistle (1968) inventories indicate that such pupils were significantly more extraverted, less given to neuroticism, less inconsistent in their responses and more highly motivated towards academic work than were their peers. Conversely, lower stream pupils were least extraverted, least academically motivated and most given to neuroticism and inconsistency in their responses. As previously, middle stream pupils occupied an intermediate position on all the traits analysed.

Table 9.5.2: *Pupils' objectively-measured personality characteristics and their academic motivation relative to their streamed position within ten three-stream secondary schools*

| PERSONALITY CHARACTERISTICS | Upper Stream (N=410) Mean | Middle Stream (N=262) Mean | Lower Stream (N=283) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Extraversion | 17.39 | 16.83 | 16.06 | 10.34 | .000 |
| Neuroticism | 13.00 | 13.51 | 14.00 | 3.24 | .038 |
| Lie Scale | 3.34 | 3.69 | 3.95 | 5.70 | .004 |
| Academic Motivation | 16.14 | 15.22 | 14.55 | 13.07 | .000 |

Table 9.5.3 summarises the differences between the expressed self-concepts of pupils on the Sears (1964) scales relative to their streamed position within schools. Here the results indicate that upper stream pupils were significantly superior to their fellows in other streams in their estimation of their academic ability, and also in their capacity for learning things quickly, liking and obeying teachers, being liked by teachers, being attentive in class and not making excuses for work they had not done. Upper stream pupils also regarded themselves as having better manners and as being more adept at getting on with girls and getting their classmates to like them than others.

Alternatively, middle stream pupils viewed themselves as being better at working hard, sticking at things, and being neat and tidy, and also as being more capable at keeping up with the class, remembering what they had learned and being better at games than their fellows.

However, the self-concept scores of pupils in the lower streams were significantly inferior to those of their peers on virtually all of the attributes specified, the differences being most noticeable in regard to the characteristics 'being clever' and 'getting others to like me'. On the two attributes relating to the personal autonomy of pupils, 'being able to live my own life' and 'being able to speak my mind', a clear downward progression was also apparent, those in the upper streams expressing the greatest autonomy, those in the lower streams expressing the least.

Table 9.5.3: *Pupils' expressed self-concepts relative to their streamed positions within 10 three-stream secondary schools*

| | Upper Stream (N=410) Mean | Middle Stream (N=262) Mean | Lower Stream (N=283) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Being clever | 1.68 | 1.61 | 1.53 | 8.21 | .000 |
| Learning things quickly | 1.85 | 1.79 | 1.80 | 3.09 | .045 |
| Remembering lessons | 1.77 | 1.78 | 1.70 | 2.99 | .049 |
| Being neat and tidy | 1.89 | 1.89 | 1.79 | 7.14 | .001 |
| Working hard | 1.84 | 1.88 | 1.80 | 3.01 | .048 |
| Sticking at things | 1.74 | 1.76 | 1.66 | 3.60 | .027 |
| Not making excuses | 1.71 | 1.63 | 1.64 | 2.97 | .050 |
| Having good manners | 1.81 | 1.75 | 1.74 | 2.75 | .063 |
| Being attentive in class | 1.78 | 1.76 | 1.66 | 6.56 | .002 |
| Keeping up with class | 1.88 | 1.91 | 1.83 | 4.80 | .009 |
| Being liked by teachers | 1.73 | 1.68 | 1.60 | 6.43 | .002 |
| Obeying teachers | 1.88 | 1.84 | 1.82 | 3.13 | .043 |
| Being good at games | 1.80 | 1.85 | 1.76 | 3.21 | .040 |
| Getting on with girls | 1.87 | 1.86 | 1.77 | 6.50 | .002 |
| Getting others to like me | 1.83 | 1.78 | 1.70 | 7.78 | .001 |
| Living my own life | 1.85 | 1.82 | 1.78 | 2.74 | .064 |
| Speaking my mind | 1.68 | 1.66 | 1.60 | 2.37 | .092 |

Table 9.5.4 illustrates the background characteristics which most significantly distinguished between pupils in the three streams. The results of this analysis clearly indicate that the streamed position occupied by pupils was distinguished by consistent and progressive differences between their background characteristics, whether socio-economic, literary or recreational. Such differences were also reflected in the various manifestations of parental interest in matters pertaining to school.

Table 9.5.4: *The biographical attributes of pupils relative to their streamed positions within 10 three-stream secondary schools*

| *OCCUPATIONAL STATUS* | Upper Stream | Middle Stream | Lower Stream |
|---|---|---|---|
| Fathers' occupation (NM) | 35 | 24 | 21 |
| Family size (4 or fewer) | 82 | 71 | 65 |
| Home affluence (above 6 on index) | 64 | 60 | 56 |
| *READING HABITS* | Upper Stream | Middle Stream | Lower Stream |
| Books bought for children* | 38 | 27 | 30 |
| Stories read to children* | 50 | 44 | 37 |
| Space provided for books | 84 | 75 | 73 |
| Library visits by children* | 29 | 22 | 20 |
| Children's reading (books)* | 45 | 41 | 34 |
| *TELEVISION VIEWING HABITS* | Upper Stream | Middle Stream | Lower Stream |
| Mothers' viewing* | 40 | 47 | 45 |
| Unrestricted viewing | 65 | 70 | 78 |
| Television (Homework Room) | 36 | 38 | 43 |
| Homework completed before TV | 57 | 63 | 70 |
| *PARENTAL INTEREST* | Upper Stream | Middle Stream | Lower Stream |
| Interest in school affairs | 78 | 76 | 74 |
| Interest in school friends | 30 | 18 | 19 |
| Conversations about school* | 45 | 41 | 35 |
| Discussions about school reports* | 54 | 50 | 41 |
| Visits to school* | 7 | 8 | 6 |

* Those attributes denoted by an asterisk indicate that such practices were reported by pupils as occurring frequently (as opposed to 'sometimes' or 'never') in their homes. Attributes not marked by an asterisk were reported simply in terms of their occurrence or non-occurrence. All values are in percentages.

In general terms, upper stream pupils tended to come from more advantaged backgrounds in which a high level of literacy was both practised and encouraged, in which children's access to television was supervised, and in which parents most frequently displayed an interest in school. Alternatively, lower stream pupils tended to come from less advantaged backgrounds in which the encouragement of literacy was less noticeable, in which children's access to television was relatively unrestricted, and in which parental interest in matters relating to school was less apparent.

A particularly noteworthy feature of all the analyses described in this section has been the singular consistency of the patterns of differentiation between upper, middle and lower streams. Where departures from such patterns have been evident, they have served to emphasise the supportive nature of teachers' relationships with lower stream pupils, the rather self-conscious work ethos of the middle streams, or in the present instance, the frequency with which middle stream pupils' parents visited their schools. Such differences between streams were equally apparent in regard to the the types of jobs to which pupils aspired on leaving school.

## 9.6 ENVIRONMENTAL PERCEPTIONS AND SELF-CONCEPTS OF PUPILS IN DIFFERENT CATEGORIES OF REJECTION FOR WORK AND PLAY WITHIN UPPER, MIDDLE AND LOWER STREAMS

The first section of the analysis concentrated on differences in pupils' environmental perceptions relative to the gross organisational characteristics of the schools which they attended. The second section described differences between pupils in various streams within such schools. This section analyses the environmental perceptions and self-concepts of pupils within each of these streams separately, relative to whether they were defined as over-rejected, under-rejected or unexceptional in terms of the work and play nominations of their peers. The methodology for the statistical definition of categories of choice and rejection has been described in Chapter 8. Pupils' rejected rather than their chosen status within streams was selected for this analysis because of previous evidence that rejections distinguished more effectively between pupils than choices, and also because previous analyses had suggested that, of the two types of sociometric judgement, rejections would appear to be the most strongly influenced by the characteristics of particular school environments.

Table 9.6.1 provides, in sequence, a profile of the environmental perceptions and self-concepts of upper stream pupils who were categorised as unexceptional, under-rejected and over-rejected for work by their peers.

Table 9.6.1: *Environmental perceptions and self-concepts of upper stream pupils in various categories of rejection for work*

| | Unex. (N=359) Mean | Under- (N=27) Mean | Over- (N=44) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| *Classroom Environment Scales* | | | | | |
| Peer Disaffection | 4.58 | 3.15 | 4.57 | 4.10 | .017 |
| *Peer-Related Self-Concepts* | | | | | |
| Getting schoolwork right | 2.08 | 1.85 | 1.82 | 10.66 | .000 |
| Being attentive in class | 1.99 | 2.00 | 1.77 | 3.45 | .032 |
| Obeying teachers | 2.12 | 2.11 | 1.82 | 7.50 | .001 |
| Liking others | 2.17 | 2.22 | 1.95 | 4.63 | .010 |
| Being clever | 2.07 | 1.96 | 1.89 | 2.87 | .056 |
| Not making excuses | 2.16 | 2.11 | 1.93 | 3.43 | .032 |

The results indicate that, in regard to their perceptions of their learning environments, those pupils who were least disposed to regard their peers as disaffected were also the least likely to be rejected by them for work. In terms of their self-concepts, upper stream pupils who regarded themselves as being clever and not given to making excuses, and who also perceived themselves as being more proficient at getting schoolwork right than their fellows, were regarded as unexceptional by their classmates. Alternatively, those who saw themselves as being most disposed to like others were under-rejected for work by their peers. However, those pupils who were over-rejected for work gained the lowest scores on all aspects of the self-concept represented in this analysis, and the discrepancies were most noticeable in regard to their estimations of their capacity for 'getting schoolwork right' and 'obeying teachers'.

The profile of upper stream pupils in various categories of rejection for play are illustrated in Table 9.6.2. The results reveal that, as previously, pupils who least perceived their classmates as being disaffected were least likely to be rejected by them for play. The analysis of their self-concepts also indicated that those who viewed themselves as being more clever than others and as being more proficient at getting schoolwork right were regarded as unexceptional by their fellows. Similarly, those who viewed themselves as being better at liking others were under-rejected for play by their peers, and those who were over-rejected for play gained the lowest scores on all measures included in the analysis. Yet in this instance pupils who perceived themselves as being better at learning things quickly and being attentive in class were also regarded as unexceptional by their classmates, whereas those who saw themselves as being better at obeying teachers were under-rejected for play by their peers. However, the two most strongly distinguishing characteristics were, as previously, upper stream pupils' estimation of their capacity for 'getting schoolwork right' and 'obeying teachers'.

Table 9.6.2: *Environmental perceptions and self-concepts of upper stream pupils in various categories of rejection for play*

| | Unex. (N=335) Mean | Under- (N=30) Mean | Over- (N=45) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| *Classroom Environment Scales* | | | | | |
| Peer Disaffection | 4.53 | 3.10 | 5.11 | 6.08 | .003 |
| *Peer-Related Self-Concepts* | | | | | |
| Learning things quickly | 2.05 | 1.97 | 1.87 | 4.20 | .015 |
| Getting schoolwork right | 2.07 | 2.03 | 1.80 | 8.89 | .000 |
| Being attentive in class | 2.00 | 1.93 | 1.76 | 4.43 | .013 |
| Obeying teachers | 2.11 | 2.17 | 1.80 | 9.02 | .000 |
| Liking others | 2.16 | 2.23 | 1.98 | 3.84 | .022 |
| Being clever | 2.07 | 1.97 | 1.87 | 3.65 | .026 |

In brief, therefore, the aspect of upper stream pupils' perceptions of their learning environments which most consistently distinguished between their rejected status, whether for work or for play, was the extent to which they regarded their peers as being disaffected. 'Being clever' and 'getting schoolwork right' were aspects of the self-concept which upper stream pupils regarded as unexceptional; pupils' estimation of their capacity for 'liking others' invariably merited under-rejection, and pupils' capacity for 'obeying teachers' and 'getting schoolwork right' were the attributes which most consistently distinguished between levels of rejection, whether for work or play, over-rejected pupils gaining the lowest scores on both these attributes.

Table 9.6.3 illustrates the environmental perceptions and self-concepts of middle stream pupils in different categories of rejection for work. Middle stream pupils' perceptions of their classroom learning environments distinguished most significantly between their rejected status for both work and play. Yet such perceptions were not unequivocal. Pupils who were under-rejected for work by their peers, while regarding their teachers as being most supportive, viewed their learning environments as being significantly more disorderly and less motivating than did their fellows. Pupils who were over-rejected for work perceived their peers as being more disaffected, whereas those regarded as unexceptional considered their classrooms to be most motivating and were least disposed to regard their peers as disaffected.

Table 9.6.3: *Environmental perceptions and self-concepts of middle stream pupils in various categories of rejection for work*

| | Unex. (N=227) Mean | Under- (N=19) Mean | Over- (N=31) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| *Classroom Environmental Scales* | | | | | |
| Class Disorder | 6.01 | 8.00 | 6.69 | 8.64 | .001 |
| Teacher Support | 6.39 | 8.26 | 6.00 | 3.76 | .024 |
| Peer Disaffection | 4.92 | 5.95 | 6.34 | 5.53 | .005 |
| Motivational Climate | 5.88 | 4.21 | 5.41 | 6.61 | .002 |
| *Peer-Related Self-Concepts* | | | | | |
| Learning things quickly | 2.11 | 2.37 | 2.21 | 3.92 | .021 |
| Talking to teachers | 2.02 | 2.42 | 1.96 | 4.35 | .014 |
| Planning homework | 2.02 | 2.16 | 1.71 | 4.57 | .011 |
| Speaking one's mind | 2.02 | 2.00 | 2.34 | 3.89 | .021 |
| Obeying teachers | 2.07 | 2.32 | 1.93 | 2.98 | .051 |

In contrast with the self-concepts of upper stream pupils, those in the middle stream who were under-rejected for work saw themselves as being significantly better at learning things quickly and planning their homework. But similarly to upper stream pupils, those who were under-rejected for work also regarded themselves as being better at talking to and obeying teachers. However, those who were over-rejected for work regarded themselves as being least disposed to talk to or obey teachers, and as being most disposed to speak their minds. No distinctive profile was characteristic of those who were regarded as unexceptional.

The environmental perceptions which distinguished between middle stream pupils' rejected status for play, as illustrated in Table 9.6.4, were similar to those which characterised their status for work. As previously, under-rejected pupils viewed their classroom learning environments as being significantly more disorderly and unmotivating, but regarded their teachers as being significantly more supportive than did their peers. However, in this instance, those who saw their classrooms as being most motivating were also those who were over-rejected for play by their classmates. Pupils' self-concepts distinguished non-significantly between their rejected status on two attributes only, the greater professed ability of pupils who were under-rejected for play to help others and to generally enjoy school.

Table 9.6.4: *Environmental perceptions and self-concepts of middle stream pupils in various categories of rejection for play*

| | Unex. (N=222) Mean | Under- (N=24) Mean | Over- (N=31) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| *Classroom Environment Scales* | | | | | |
| Class Disorder | 6.06 | 7.71 | 6.25 | 6.57 | .002 |
| Teacher Support | 6.28 | 8.00 | 6.64 | 3.49 | .031 |
| Motivational Climate | 5.80 | 4.46 | 6.11 | 5.56 | .005 |
| *Peer-Related Self-Concepts* | | | | | |
| Helping others | 2.20 | 2.46 | 2.29 | 2.77 | .063 |
| Enjoying school | 2.11 | 2.42 | 2.25 | 2.66 | .070 |

In brief, therefore, middle stream pupils' perceptions of their learning environments distinguished more effectively between their rejected status for work and play than did the perceptions of upper stream pupils, in that under-rejected pupils in the middle stream regarded their classrooms as being significantly more disorderly and unmotivating, but viewed their teachers as being significantly more supportive than did their peers. As in the case of upper stream pupils, the professed ability of pupils to obey their teachers, and also to talk to them, were foremost among the self-concepts of middle stream pupils who were under-rejected for work. However, those aspects of the self-concept which distinguished between middle stream pupils' rejected status for play were distinctly social in character, emphasising the professed capability of under-rejected pupils to help others and to enjoy school.

Table 9.6.5 summarises those aspects of the environmental perceptions and self-concepts which most significantly distinguished between lower stream pupils' rejected status for work.

No facet of their perceptions of their learning environments distinguished significantly between lower stream pupils' rejected status for work. Moreover, those elements of such pupils' self-concepts which significantly differentiated between their status on this criterion were entirely negative in orientation, in that pupils who were over-rejected for work gained the highest scores in their expressed capacity for getting schoolwork right, being good at games, making new friends and liking others.

Table 9.6.5: *Environmental perceptions and self-concepts of lower stream pupils in various categories of rejection for work*

| | Unex.<br>(N=233)<br>Mean | Under-<br>(N=25)<br>Mean | Over-<br>(N=31)<br>Mean | F-Ratio | P |
|---|---|---|---|---|---|
| *Peer-Related Self-Concepts* | | | | | |
| Being good at games | 2.20 | 2.24 | 2.58 | 3.36 | .035 |
| Getting schoolwork right | 2.14 | 1.96 | 2.36 | 2.77 | .062 |
| Making new friends | 2.25 | 1.96 | 2.52 | 6.00 | .003 |
| Liking others | 2.22 | 2.04 | 2.36 | 2.57 | .076 |

A similar paradox typified their rejected status for play, as illustrated in Table 9.6.6, where it is also apparent in terms of their perceptions of their classroom learning environments. Hargreaves (1967) in an intensive study of a boys' secondary modern school, found evidence of two clearly differentiated sub-cultures among the pupils, strongly demarcated by the streaming position which they occupied. The lower stream sub-culture represented a reaction by pupils to their experiences at secondary school, with their ascribed status being aggravated by the behaviour towards them of their teachers and of pupils in upper streams. He also found that the two groups appeared to be progressively differentiated as they progressed through secondary school, so that, by the end of the fourth year, upper stream pupils were strongly supportive of their teachers and their schools, whereas lower stream pupils were strongly alienated in the value systems they espoused.

Table 9.6.6: *Environmental perceptions and self-concepts of lower stream pupils in various categories of rejection for play*

| | Unex.<br>(N=245)<br>Mean | Under-<br>(N=28)<br>Mean | Over-<br>(N=21)<br>Mean | F-Ratio | P |
|---|---|---|---|---|---|
| *Classroom Environment Scales* | | | | | |
| Motivational Climate | 5.75 | 4.69 | 5.85 | 4.03 | .018 |
| *Peer-Related Self-Concepts* | | | | | |
| Obeying teachers | 2.17 | 1.88 | 2.00 | 4.22 | .015 |
| Having good manners | 2.28 | 1.92 | 2.09 | 5.30 | .006 |
| Protecting the weak | 2.28 | 1.96 | 2.17 | 3.72 | .025 |
| Sticking at things | 2.21 | 1.06 | 1.95 | 3.41 | .034 |
| Liking others | 2.25 | 1.96 | 2.13 | 4.24 | .015 |
| Being easy to like | 2.19 | 1.96 | 2.17 | 2.55 | .078 |

The present results indicate that lower stream pupils who saw their classroom environments as least motivating were most likely to be under-rejected for play by their peers, whereas those who regarded their learning environments as most motivating were most likely to be over-rejected on this criterion. The results further suggest that scores on virtually every aspect of the expressed self-concept of lower stream pupils included in this analysis most strongly favoured those who were most likely to be regarded as unexceptional by their peers. Without exception, lower stream pupils who were under-rejected for play by their fellows gained the lowest scores on their expressed capacity for obeying teachers, having good manners, protecting the weak, persevering, being easy to like, and liking others.

In summary, therefore, three quite distinctive profiles emerged from these analyses of the environmental perceptions and self-concepts of pupils within each of the three streams of this convenience sample of ten three-stream secondary schools relative to their classifications in various categories of rejection for work and for play. The extent to which upper stream pupils were rejected was distinguished by characteristics which were similar for both work and play, and which emphasised such pupils' perceptions of the disaffection of their classmates, their own academic aptitudes and their ability to relate to teachers.

Alternatively, the rejected status of middle stream pupils was most extensively distinguished by their perceptions of their classroom environments, and indicated the highly critical nature of their assessments of such environments. Moreover, their rejected status for work and play were distinguished by quite different aspects of their self-concepts, being markedly academic in the case of work, and rather more social in the case of play.

However, the profiles of lower stream pupils in various categories of rejection for work and play implied a repudiation of the values customarily associated with success at school, in that they were consistently negative in character. Those who regarded themselves as more proficient than their fellows on all aspects of the self-concept represented in the analysis, whether academic, social or recreational, were either over-rejected or regarded as unexceptional for work and play alike by their peers.

## 9.7 PUPILS' PERCEPTIONS OF THEIR LEARNING ENVIRONMENTS, THEIR MECHANICAL ACCURACY AND THEIR USE OF LANGUAGE

Bennett's (1976) study has been one of the few which has attempted to relate defined facets of classroom behaviour to children's accuracy in written English. His findings, while showing that girls were invariably more accurate than boys, also suggested that pupils who were taught by more formal methods, whether boys or girls, were significantly more proficient at punctuation than those taught informally. Harpin (1973) also investigated the nature of the stimuli provided by teachers in English lessons, the role of the pupils in the teaching-learning process, and their effects upon written output. He found that pupils who were 'absorbed' as opposed to 'distracted' in terms of their involvement in classroom activities showed a consistent increase in mean length per piece of written English and in total written output over a two-year period. However, ambiguities in the definition of certain of his other descriptive categories render some of his conclusions somewhat tentative. Britton (1975), in a Note of Extension to the Bullock Report, argues that the teacher's role in English lessons is of paramount importance 'in gaining the fruitful co-operation of many who have hitherto been hostile to school and everything it stands for.... What is at issue is the teacher's priorities, his timing, his tact in the variety of situations that confront him'.

This final section is therefore devoted to a consideration of the relationships between pupils' perceptions of their classroom learning environments and their standards of accuracy in written English. The results are based upon the analysis of the two independent samples of 445 essays described in Chapter 6, and are presented in terms of differences in the linguistic competence of those who scored above and below the sample means on the five Classroom Environment Scales previously defined. While these scales cannot be regarded as other than subjective pupil assessments of aspects of their learning environments, they are nonetheless presented as potentially significant attitudinal correlates of effective pupil learning.

Table 9.7.1 illustrates the errors which occurred in the scripts of those who scored above and below the mean in their perceptions of Class Disorder. Pupils who perceived their classrooms as disorderly had a significantly greater number of punctuation errors, errors due to phonetic misspelling and total errors than those who perceived their classrooms as being more orderly. While the standards of accuracy consistently favoured those who regarded their classrooms as being more orderly, the levels of significance are not high, and vary somewhat both independent samples.

Table 9.7.1: *Mechanical accuracy and pupils' perceptions of class disorder*

| | | Orderly (Below Mean) (S1=220) (S2=231) Mean | Disorderly (Above Mean) (S1=194) (S2=187) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Punctuation | S1 | 8.1 | 8.7 | 1.2 | N.S. |
| Errors | S2 | 7.7 | 8.1 | 7.5 | .007 |
| Phonetic | S1 | 2.3 | 3.1 | 4.9 | .027 |
| Misspelling | S2 | 2.6 | 3.2 | 3.0 | N.S. |
| Misspelling | S1 | 0.5 | 0.6 | 1.2 | N.S. |
| by Analogy | S2 | 0.4 | 0.6 | 2.6 | N.S. |
| Carelessness | S1 | 1.6 | 1.8 | 1.4 | N.S. |
| | S2 | 1.0 | 1.2 | 1.5 | N.S. |
| Total | S1 | 12.5 | 14.2 | 3.6 | N.S. |
| Errors | S2 | 11.7 | 14.1 | 8.5 | .004 |

Table 9.7.2 indicates the salient differences between the errors of pupils who perceived their classrooms as being disciplined and rule-bound, as opposed to those who did not.

Table 9.7.2: *Mechanical accuracy and pupils' perceptions of class discipline*

| | | Flexible (Below Mean) (S1=198) (S2=210) Mean | Rulebound (Above Mean) (S1=216) (S2=208) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Punctuation | S1 | 7.6 | 9.1 | 7.4 | .007 |
| Errors | S2 | 8.2 | 8.4 | 0.2 | N.S. |
| Phonetic | S1 | 2.5 | 2.9 | 1.3 | N.S. |
| Misspelling | S2 | 2.5 | 3.3 | 5.6 | .018 |
| Misspelling by | S1 | 0.5 | 0.6 | 0.1 | N.S. |
| Analogy | S2 | 0.5 | 0.5 | 0.1 | N.S. |
| Carelessness | S1 | 1.5 | 1.8 | 2.5 | N.S. |
| | S2 | 1.0 | 1.2 | 2.5 | N.S. |
| Total | S1 | 12.2 | 14.4 | 6.3 | .012 |
| Errors | S2 | 12.1 | 13.4 | 2.6 | N.S. |

Those who viewed their classrooms as rule-bound committed significantly more punctuation errors, errors attributable to phonetic misspelling and total errors than those who saw their learning environments as being more flexible.

However, the differences again were not large, and while consistent in direction, were not uniformly significant in both samples.

Table 9.7.3: *Mechanical accuracy and pupils' perceptions of peer disaffection*

| | | Co-operative (Below Mean) (S1=170) (S2=169) Mean | Unco-operative (Above Mean) (S1=244) (S2=249) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Punctuation Errors | S1 | 8.0 | 8.9 | 2.2 | N.S. |
| | S2 | 8.0 | 8.8 | 2.9 | N.S. |
| Phonetic Misspelling | S1 | 2.4 | 3.1 | 5.2 | .024 |
| | S2 | 2.5 | 3.5 | 7.0 | .009 |
| Misspelling by Analogy | S1 | 0.5 | 0.7 | 3.5 | N.S. |
| | S2 | 0.5 | 0.5 | 0.2 | N.S. |
| Carelessness | S1 | 1.6 | 1.8 | 1.7 | N.S. |
| | S2 | 0.9 | 1.4 | 12.8 | .000 |
| Total Errors | S1 | 12.4 | 14.5 | 5.1 | .024 |
| | S2 | 11.8 | 14.2 | 8.8 | .003 |

Table 9.7.3 illustrates the errors in mechanical accuracy which differentiated between pupils who saw their peers as being sociable and co-operative, as opposed to those who did not. Pupils who perceived their fellows as disaffected or unco-operative committed a significantly greater number of errors due to phonetic misspelling and to carelessness, and also committed significantly more total errors than their peers.

Table 9.7.4: *Mechanical accuracy and pupils' perceptions of motivational climate*

| | | Motivating (Above Mean) (S1=172) (S2=172) Mean | Unmotivating (Below Mean) (S1=242) (S2=246) Mean | F-Ratio | P |
|---|---|---|---|---|---|
| Punctuation Errors | S1 | 7.1 | 9.2 | 13.4 | .000 |
| | S2 | 7.1 | 9.2 | 16.5 | .000 |
| Phonetic Misspelling | S1 | 2.0 | 3.1 | 10.8 | .001 |
| | S2 | 2.1 | 3.5 | 13.2 | .000 |
| Misspelling by Analogy | S1 | 0.4 | 0.6 | 3.4 | N.S. |
| | S2 | 0.4 | 0.6 | 5.9 | .015 |
| Carelessness | S1 | 1.4 | 1.9 | 7.9 | .005 |
| | S2 | 0.9 | 1.2 | 4.6 | .032 |
| Total Errors | S1 | 11.0 | 14.9 | 19.4 | .000 |
| | S2 | 10.5 | 14.5 | 24.1 | .000 |

Table 9.7.4 summarises the average errors committed by pupils who perceived their classroom environments as motivating, as opposed to those who did not. The differences here are consistent and highly significant. Pupils who saw their classrooms as motivating committed significantly fewer total errors, and also made fewer errors in each of the four categories of the Mechanical Accuracy Measures than did their peers. These results are uniformly consistent for both independent samples.

In sum, therefore, pupils who perceived their learning environments as orderly, flexible and motivating and who regarded their classmates as co-operative made significantly fewer errors in their written English than those who saw their classrooms as disorderly, overly-disciplined and unmotivating or who regarded their peers as disaffected. Of the five Classroom Environment Scales employed in the analysis, Motivational Climate distinguished most effectively between the number of errors committed by pupils, and this was especially the case in regard to errors due to punctuation and phonetic misspelling.

Errors due to carelessness were particularly associated with those who perceived their peers as unco-operative or disaffected, while errors attributable to misspelling by analogy were not appreciably associated with pupils' perceptions on any of the five scales represented in the study. It is interesting to note, however, that errors attributable to punctuation were reasonably frequently associated in this analysis with pupils' perceptions of their learning environments, a trend also observed in Bennett's (1976) analysis of the effects of contrasting teaching styles on children's acquistion of grammar.

## 9.8 SUMMARY

The general purpose of this chapter was to illustrate the discriminating effects of the demographic attributes of secondary schools, whether external or internal, upon the characteristics and attainment of pupils in the final term of their first year at secondary school, and in particular, to assess the effects of the streaming policy adopted by schools upon pupils' perceptions of themselves and of their learning environments.

The first section of the analysis examined the extent to which pupils' perceptions on the five Classroom Environment Scales were differentiated by the gross demographic characteristics of the secondary schools which they attended. The results indicated that, contrary to the prevailing evidence, such characteristics consistently and significantly distinguished between pupils' perceptions of their environments. Among the strongest discriminating factors were the type, size, location and class size of secondary schools, and among the weakest were the sex, streaming policy and religious affiliation of such schools.

The second section of the analysis described the major differences in the environmental perceptions, personality characteristics, self-concepts and biographical attributes of pupils enrolled in the upper, middle and lower streams of a convenience sample of 10 three-stream secondary schools. As anticipated, the results indicated that upper stream pupils were significantly more positive in their views on their classroom environments than were lower stream pupils, but that middle stream pupils, while expressing intermediate attitudes on most aspects of their academic environments, were also of the opinion that their classes were more rule-bound and disciplined than were those of their peers.

The analysis of differences between the academic motivation and personality characteristics of pupils in the three streams indicated a clear and significant progression from upper to lower streams on each of the characteristics examined. Upper stream pupils were found to be most extraverted, most academically motivated, least given to neuroticism and least inconsistent in their responses, whereas the scores obtained by lower stream pupils were at the opposite ends of the scales measuring these traits. As previously, middle-stream pupils occupied an intermediate position on all of the traits tested.

The analysis of the expressed self-concepts of pupils in the three streams revealed that the characteristics which most significantly distinguished upper-stream pupils from their fellows were largely concerned with their capacity for academic work and their relationships with their teachers; that the characteristics which distinguished middle-stream pupils were primarily connected with qualities of application, industry and perseverance: but that lower-stream pupils regarded themselves as being significantly inferior to their peers on virtually all of the attributes specified, a trend which was further confirmed by their low scores on those measures relating to personal autonomy.

The analysis of the biographical characteristics of pupils in the three streams indicated that upper-stream pupils tended to come from more advantaged socio-economic backgrounds in which a high level of literacy was both practised and encouraged, in which pupils' access to television was supervised, and in which parents frequently displayed an interest in their children's schools. As was the case with most of the other pupil characteristics employed in the analysis, the reverse held true for pupils in the lower-streams.

The third section of the analysis examined the environmental perceptions and self-concepts of pupils within each of the three streams separately, relative to whether they were defined as over-rejected, under-rejected or unexceptional in terms of the work and play nominations of their peers.

The results indicated that three quite distinctive profiles were associated with pupils within each of the three streams relative to their rejected status for work and play. The extent to which upper-stream pupils were rejected by their peers was distinguished by characteristics which were similar for both work and play, and which emphasised such pupils' perceptions of the disaffection or otherwise of their classmates, their own academic aptitudes and their ability to relate to teachers. The rejected status of middle-stream pupils was most extensively differentiated by their perceptions of their classroom environments, and indicated the highly critical nature of their assessments of such environments. However, the rejected status of lower-stream pupils implied a strong repudiation of accepted educational and social values, in that pupils within this stream who regarded their learning environments as motivating and considered themselves to be competent in a wide variety of educational and interpersonal skills were either over-rejected or regarded as unexceptional by their peers.

The fourth and final section of the analysis assessed the relationships, within the appropriate sub-samples, between standards of attainment in pupils' written English and their perceptions of aspects of their learning environments.

The results indicated that pupils who perceived their learning environments as orderly, flexible and motivating and who regarded their classmates as co-operative made significantly fewer errors in their essays than did those who viewed their classrooms as disorderly, overly-disciplined or unmotivating, or who perceived their classmates as disaffected. Of the five Classroom Enviroment Scales employed in the analysis, pupils' perceptions of the Motivational Climate of their classrooms distinguished most significantly between their levels of accuracy in written English.

# CHAPTER 10: TEACHERS' ASSESSMENTS OF PUPILS' PROGRESS

## 10.1 INTRODUCTION

Previous sections of the study have been concerned with a description of pupil characteristics both prior and subsequent to their transition to secondary school. This chapter is devoted to a consideration of teachers' assessments of pupils' progress and adaptation at the end of their first year in their new schools, and is intended to provide a description of the major sources of influence upon such assessments, whether biographical, cognitive, attitudinal, perceptual or demographic, hitherto considered in the enquiry.

Several studies of teachers' ratings, such as those by Hallworth (1962; 1965) have shown that teachers consistently distinguish between three sets of characteristics in their assessments of pupils. The first of these relates to pupil attainment, and is generally concerned with questions regarding a pupil's general ability or his aptitude for specific subjects. The second set of characteristics is more particularly concerned with a pupil's classroom behaviour and his relationships with teachers. Attributes such as persistence, attentiveness and co-operativeness figure prominently among such characteristics. The third set of characteristics reflects teachers' assessments of pupils' social behaviour, and is defined in terms of attributes such as social confidence, leadership and popularity. Morrison and McIntyre (1969) comment that this pattern of assessment is common to teachers in both primary and secondary schools, and it provides the basis for the three criteria employed by teachers in their ratings of pupils in the present enquiry, namely, pupil attainment, sociability and perseverance.

However, Goodacre (1968), Nash (1976) and others have emphasised the part which teachers' role-perceptions and expectations also play in their assessment of pupils, and research has otherwise indicated that teachers are not always unequivocal in their more general assessments of the purposes and processes of education. Taylor and Holley (1975), in an extensive survey of aims in primary education, found that the ten aims consistently at the top in teachers' ratings were related to the social and moral rather than to the intellectual development of children. Bennett (1976) confirmed these findings, and observed that 'teachers do not see junior schools as agents of preparation for secondary education'. At the secondary level Musgrove and Taylor (1969) reported a divergence of opinion between the aims of grammar school teachers, who tended to stress the academic and instructional aspects of their roles, and secondary modern school teachers, who emphasised the importance of social and moral training. The recent NICER enquiry, *The Organisation of Secondary Education* (Wilson and Spelman 1977), found that teachers in selective as opposed to non-selective sectors of the secondary school system were most noticeably divided on issues relating to the merits and demerits of streaming by ability, and the forms of education most suited to gifted children, to the encouragement of leadership, and to the promotion of social cohesion.

It is possible that such differences in teachers' perceptions may be reflected, albeit indirectly, in their assessments of pupils within the different school systems on the three criteria specified. Competitiveness may be regarded as quite acceptable behaviour in one sector, whereas co-operation may be the norm in another. The effects of teacher expectations on pupils' self-concepts and classroom performance has attracted a considerable body of research (*cf* Nash 1976; Burns 1977), and will be considered more fully in the chapter which follows. However, the effects of more fundamental differences in the educational philosophies of different kinds of secondary school, and of the organisational and academic structures which they employ to transmit contrasting cultural expectations to pupils have as yet been inadequately explored (*cf* Bernstein, Elvin and Peters 1971; King 1973).

As indicated in the preceding chapters, objective measures of secondary school attainment have been shown to be best predicted by the socio-economic circumstances of the home, and in particular, by the extent of parental interest in children's education and the levels of literacy in the home (Peaker 1967; Wiseman 1967; Wilson 1971). Similar findings have been reported in studies of American high schools, more notably in the major Coleman (1966) study on *Equality of Educational Opportunity*. However, Walberg (1974), Nash (1976) and others take issue with the static, deterministic nature of such research, arguing that it disregards the temporal, cultural and environmental circumstances in which educational events occur. It is of interest to note, here, that a second, and often understated, conclusion of the Coleman Report was its finding that, family circumstances apart, most of the variation in student achievement lay within the same school rather than between schools, but that those differences which could be attributed to schools seemed to result from the presence or absence of 'classmates from affluent homes'.

Four types of secondary school are represented in the present enquiry, and the analyses described in Chapter 3 have indicated clear and consistent differences in the socio-economic, cultural, literary and leisure-time characteristics of pupils entering these schools. The analyses to be described in the present chapter are intended to illustrate the major determinants, whether individual, environmental or organisational, of pupil adaptation within such schools, as estimated by teachers' end-of-year assessments of their attainment, sociability and perseverance.

## 10.2 PROCEDURE

During the months of May and June 1976 form teachers in each of the 111 classes sampled were given a Pupil Adaptation and a Pupil Achievement Index on which they were required to enter their end-of-year assessments of pupils' perseverance, sociability and attainment.

The first of these criteria, pupil perseverance, was defined in the Pupil Adaptation Index as 'the degree of effort, persistence and application with which the pupil approaches his schoolwork'. Sociability, the second criterion, was defined as 'the extent to which the pupil is socially outgoing and gregarious, and where appropriate, the extent to which the pupil participates in the social life of the school'. Teachers were requested not to assess these attributes relative to whether the pupils in question were 'better' or 'worse' than others in their classes, but rather with regard to each pupil's individual aptitudes and potential. Teachers' ratings were obtained for both of these attributes on a four-point scale ranging from 'poor' to 'very good', and completed assessments on the Pupil Adaptation Index were returned for 2869 pupils, or 94 per cent of the total sampled.

On the Pupil Achievement Index, teachers were asked to enter the final first year examination marks, expressed as percentages, for each of the subjects taken in common by all the pupils in a class. Marks relating to subject options specific to boys or girls in coeducational schools were not requested, as the derivation of scaled estimates of pupils' proficiency in such subjects relative to their classmates as a whole would not have been possible. Completed assessments on the Pupil Achievement Index were returned for 2764 pupils, or 91 per cent of those sampled. The returns in this case were somewhat lower than those obtained on the Adaptation Index, as one school objected in principle to grading pupils in their first year, and had substituted continuous assessment, based on setting within subjects, in place of formal examinations for first-form pupils.

No standardisation procedure to control for random variability in the assessments of different teachers within different classes and schools was applied to teachers' ratings of pupil perseverance and sociability, as no objective criteria of such behaviours were available. However, pupils' end-of-year examination marks were standardised within classes with reference to their scores on the verbal reasoning test employed earlier in the enquiry.

The standardisation procedure* adopted was as follows: a rank order of proficiency on each of the subjects taken in common by all pupils in a class was awarded to each pupil in that class; pupils' ranks on individual subjects were then summed across subjects to provide a total ranked position within classes for each pupil; the scores obtained by pupils on Verbal Test EF were then ranked within classes, and the subject-rank and VRQ ranks were compared. Where there was an exact correspondence between both ranks, no change was made, each pupil retaining his own VRQ score; however, where there was not an exact correspondence, the rank order of VRQ scores within classes was adjusted to accord with the subject-ranks within classes, those who obtained higher total subject rankings being given the VRQ scores of high scoring pupils of an equivalent VRQ rank, those who obtained lower total subject rankings being given the VRQ scores of low-scoring pupils of an equivalent VRQ rank.

The advantages of this procedure are that it retains the exact ordinal position within the class to which the individual pupil was allocated by his teachers on the basis of the combined results of his end-of-term examinations, but bases it upon the exact distribution of VRQ scores within that class. Pupils' ranked positions within classes are thus rendered comparable with the ranked positions of other pupils in different classes and schools by re-defining such positions in terms of VRQ scores which are normally distributed in the total population. The disadvantages of the procedure are that pupils' competencies in particular subjects are obscured by summing across ranks, and that the substitution of VRQ scores for subject scores, regardless of re-scaling, engenders an artificially close relationship between teachers' estimates of scholastic attainment and pupils' scores on the verbal reasoning test.

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* Acknowledgements are due, here, to Dr. Patricia Foote of the NICER Research Unit who devised a computer programme to effect the standardisation procedures described.

However, in the absence of alternative measures which would more adequately reflect the curriculum objectives and cognitive abilities of first-form pupils, the procedure adopted is the most satisfactory available, and is similar to that employed by Nisbet and Entwistle (1969) in their comparable study of transition to secondary education.

## 10.3 ANALYSIS

As this and the succeeding chapter are concerned with terminal assessments of pupil adjustment at the end of their first year at secondary school, they are, in the overall context of the study, 'definitive' or criterial'. It may logically be argued that such assessments reflect, at least in part, the consequences of pupils' initial experience of their new secondary schools. The basic question which this analysis attempts to answer is, therefore, 'which facets of pupils' experience of transition, and of their first year at their new schools, were most significantly associated with teachers' assessments of their adaptation to secondary school?'

In the preceding chapters, pupil adaptation has been described in terms of the socio-economic, personality and cognitive characteristics of pupils entering the various types of secondary school, the demographic characteristics of the schools themselves, pupils' attitudinal dispositions towards transfer, the organisational initiatives taken by schools to facilitate transition, and pupils' reactions to the social and academic environments of their secondary schools.

As the first phase of the present analysis, characteristics representing each of seven separate facets of the investigation, (biographical, personality, demographic, organisational, attitudinal, sociometric and environmental) are correlated with teachers' end-of-year assessments of pupils' perseverance, sociability and attainment. The purpose of this analysis is to depict, for the total sample of pupils, the magnitude of the relationships between such characteristics, whether pupil or school-based, and teachers' estimates of their adjustment. Pupils' narrative accounts of transition and their use of English are not considered in this analysis as the results of these enquiries were derived for sub-samples of pupils only. Pupils' self-concepts and their relationships with teachers' assessments are considered in detail in the chapter which follows.

While correlational analysis of the type described above provides a useful description of the magnitude of the relationship between individual pupil characteristics and teachers' assessments, it cannot estimate the collective strengths of such characteristics, as subsets, in predicting such assessments. As the designation of such characteristics as 'biographical', 'attitudinal', 'sociometric' or other conceptually or logically coherent subsets was an integral part of the design of the study, their respective contributions to the prediction of teachers' assessments constitute the second phase of this analysis.

Multiple regression is a statistical procedure employed to define the most powerful combination of individual predictors (e.g. intelligence + school attendance + streamed schools) to correlate collectively with the criterion (e.g. teachers' assessments). Partitioned regression analysis, which is a variant of the same technique, is employed in this chapter to estimate the statistically independent or unique contributions of specifically designated subsets of characteristics, grouped according to their logical or theoretical premises, to the prediction of teachers' assessments of pupil progress.

However, as the types of school to which pupils had transferred (and, by implication, the Selection Procedure) have proved to be among the strongest discriminating influences on pupils' biographical, intellectual, attitudinal, linguistic and other characteristics, a hierarchically-ordered sequence was followed in entering the various predictors or predictor subsets into the regression equations. This sequence and its justification is described in Section 5, in which the results of the partitioned regression analysis are given in detail.

Figure 10.3.1 illustrates the characteristics employed in the analyses reported in this chapter, whether individually or as subsets. It will be noted that the total number of characteristics employed in the correlation analyses

Figure 10.3.1: *Teachers' Assessments: Designation of predictors/predictor subsets*

**Ability Subset**

Verbal Reasoning
Selected Status

**School Type Subset**

Grammar
Secondary (Intermediate)
Bilateral
Junior High

**Individual Characteristics**

Sex
Age
School Attendance
Academic Motivation

**Attitudes to Transfer Subset**

Secondary-primary preference
Teachers and Teaching at SS
Work at Secondary vs Primary School
Educational Alienation
Familiarity with New School
Selection Procedure
School Anxiety

**Sociometric Status Subset**

Overchosen for Work
Underchosen for Work
Over-rejected for Work
Under-rejected for Work
Overchosen for Play
Underchosen for Play
Over-rejected for Play
Under-rejected for Play

**Classroom Environment Subset**

Class Disorder
Teacher Support
Class Discipline
Peer Disaffection
Motivational Climate

**Biographical Subset**

Father's Occupation (NM)
Material Provision in Home
Family Size
Father at Sec. (Inter.) School
Mother at Grammar School
Father's TV Viewing
Mother's Reading
Pupil's TV Viewing
Pupil's Library Visits
Parental School Visits
Reports Discussed
Pupil's Aspirations (NM)

**Personality Subset**

Extraversion
Neuroticism
Lie Scale

**School Demographic Subset**

School Size (PS)
Class Size (SS)
School Location (SS)
Religious Affiliation (SS)
Streaming Policy (SS)
School Size (SS)
School Sex (SS)

**Transfer Provision Subset**

Primary-Secondary Liaison
Secondary Familiarisation
Social Provision
Membership of Teams
Membership of Societies
Curriculum Provision
Pastoral Provision
Locational Amenities

is greater than that employed in the regression analysis because of the statistical conventions* governing the inclusion of categorical variables in regression analysis.

## 10.4 TEACHERS' ASSESSMENTS, THE CHARACTERISTICS OF PUPILS, AND THE DEMOGRAPHIC CHARACTERISTICS OF THEIR SCHOOLS

Table 10.4.1 illustrates the product-moment correlations obtained between teachers' assessments of the attainment and adjustment of their pupils at the end of their first year at secondary school, and the types of secondary school which they attended. The use of pupils' verbal reasoning scores in scaling teachers' assessments of their attainment, while designed to facilitate comparisons between pupils relative to their ranked attainment within classes, has not altered their VRQ distributions within schools. The relationships between pupil attainment and school type are therefore virtually identical with those described in Chapter 3 (4) in regard to pupils' VRQ scores and school type, the correspondence between scaled teachers' estimates of attainment and school type being greatest for pupils attending grammar schools, and least for pupils attending junior high schools.

However, a similar pattern of contrasts typified teachers' independent ratings of pupils' sociability and perseverance, though no attempt was made to standardise such estimates across school types. Here, grammar school pupils were also considered to be most persevering and sociable by their teachers, whereas junior high school pupils were regarded as being among the least proficient on these attributes.

Table 10.4.2 depicts the relationships which obtained between teachers'

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* Categorical or qualitative variables such as 'school location' may be included in regression analysis as separate, dichotomously-coded 'dummy variables', viz: 1=urban/0=other; 1=rural/0=other. However, although school location is also represented by a third category, metropolitan, in the present enquiry, only two of the three variables specified are required in the regression equation (*cf* Bottenberg and Ward, 1963; Cohen and Cohen, 1975).

Table 10.4.1: *Relationships between teachers' assessments and the types of secondary school which pupils attended*

| | Attainment (Scaled) (N=2764) | Perseverance (N=2869) | Sociability (N=2869) |
|---|---|---|---|
| Grammar Schools/Other | .63 | .18 | .25 |
| Secondary (Intermediate) Schools/Other | -.28 | -.03 | -.02 |
| Bilateral Schools/Other | -.10 | -.07 | -.13 |
| Junior High Schools/Other | -.33 | -.10 | -.13 |

Table 10.4.2: *Relationships between teachers' assessments, pupils' personal characteristics, selected status and school attendance*

| | Attainment (Scaled) (N=2764) | Perseverance (N=2869) | Sociability (N=2869) |
|---|---|---|---|
| Sex (Girl/Boy) | .07 | .09 | .03 |
| Age | .05 | .03 | .03 |
| Verbal Reasoning Scores | .86 | .34 | .27 |
| Selected Status | .64 | .23 | .21 |
| School Attendance | .36 | .29 | .28 |

assessments and pupils' personal attributes, their selected status and their school attendance. The results in regard to the sex of pupils were inconsiderable, but indicated that girls were more favourably regarded by their teachers than boys on all three criteria. The same trend in the evidence was apparent for older rather than younger pupils.

As might be anticipated from the scaling procedure employed in standardising teachers' assessments of pupil attainment, pupils' VRQ scores were highly correlated with these assessments. However, pupils' VRQ scores were also significantly correlated with teachers' perseverance ratings, and, to a lesser extent, with teachers' sociability ratings, a result which would imply that pupils' intelligence was an important component of teachers' ratings on all three criteria. The relationships between pupils' selected status and teachers' assessment were similar, if less significant, to those previously described. Pupils' school attendance was significantly associated with teachers' assessments on all three criteria, the strongest relationship occurring between attendance and attainment.

Table 10.4.3 summarises the relationships between teachers' end-of-year assessments and pupils' background characteristics. The general trend of the results is as might be expected from the analysis described in Chapter 3 (4). Favourable teacher assessments on all three criteria were associated with those from more advantaged socio-economic backgrounds, smaller families and homes in which a high level of literacy was both practised and encouraged. Such assessments were also associated with homes in which television viewing was curtailed, in which parents had been educated in grammar rather than in secondary (intermediate) schools, and in which parents displayed an interest in matters pertaining to school.

Among the most significant biographical correlates of pupil attainnment were non-manual fathers' occupations, mothers who had been educated at grammar school and the non-manual aspirations of pupils' themselves. Pupils' non-manual occupational aspirations and the frequency with which they visited their local libraries were among the most significant correlates of their assessed perseverance. Parents' visits to the school, pupils' library visits and mothers who had been educated at grammar school were also significant correlates of teachers' assessments of pupil sociability. It is noticeable, however, that teachers' end-of-year assessments on all three criteria were negatively and consistently associated with pupils whose fathers had been educated at secondary (intermediate) schools.

Table 10.4.3: *Relationships between teachers' assessments and pupils' background characteristics*

| | Attainment (Scaled) (N=2764) | Perseverance (N=2869) | Sociability (N=2869) |
|---|---|---|---|
| Fathers' Occupation (NM) | .31 | .07 | .11 |
| Material Provision in Home | .23 | .04 | .13 |
| Family Size | -.21 | -.04 | -.01 |
| Mother at Grammar School | .27 | .08 | .16 |
| Father at Sec (Inter.) School | -.31 | -.13 | -.16 |
| Mothers' Reading (Books) | .11 | .06 | .06 |
| Fathers' TV Viewing | -.05 | -.02 | .01 |
| Parental Visits to School | .17 | .10 | .14 |
| Pupils' Library Visits | .24 | .18 | .14 |
| Pupils' TV Viewing | -.17 | -.05 | -.02 |
| School Reports Discussed | .09 | .08 | .10 |
| Pupils' Occupational Aspirations (NM) | .27 | .12 | .06 |

Table 10.4.4: *Relationships between teachers' assessments and pupils' personality characteristics*

| | Attainment (Scaled) (N=2764) | Perseverance (N=2869) | Sociability (N=2869) |
|---|---|---|---|
| Extraversion | .15 | -.01 | .21 |
| Neuroticism | -.11 | -.05 | -.04 |
| Lie Scale | -.12 | .06 | -.09 |

Table 10.4.4 illustrates the relationships obtained between teachers' assessments and pupils' response on the three scales of the Junior Eysenck Personality Inventory. With the exception of the correspondence between pupils' extraverted personality characteristics and teachers' assessments of their sociability and attainment, the correlation coefficients are relatively slight. However, the general trend of the results indicates that while pupils' response on the Extraversion Scale was positively associated with their assessed sociability and attainment, it was negatively associated with their assessed perseverance. Alternatively, pupils' response on the Lie Scale, while negatively associated with their assessed sociability and attainment, was positively associated with their perseverance. Neuroticism was negatively associated with teachers' assessments on all three criteria.

Table 10.4.5 summarises the relationships obtained between teachers' assessments and schools' demographic characteristics. Attendance at large secondary schools was significantly associated with teachers' assessments of pupil attainment. The analysis of school location indicated that attendance at rural secondary schools was negatively associated with academic attainment, a result which might also be interpreted as a corollary of that relating to school size. Attendance at coeducational secondary schools, while positively associated with teachers' assessments of pupil attainment, was negatively associated with assessments of their sociability and perseverance, whereas the reverse held true for pupils attending Catholic schools. As Catholic schools are traditionally single-sex, these results might again be interpreted as complementary.

The most significant result to emerge from this analysis of schools' demographic characteristics was that relating to class size. Pupils who were enrolled in large classes were significantly and positively associated with teachers' estimates of their attainment, whereas those enrolled in both medium and small classes were negatively associated with such estimates. As these results run counter to expectation, it is interesting to note that a similar, though slight, trend is also apparent in regard to teachers' assessments of both perseverance and sociability. However, as few of these demographic characteristics are independent of one another or of school type, as officially defined, the trends observed should be interpreted with caution.

Table 10.4.6 displays the relationships obtained between teachers' assessments and elements of the transition programmes initiated by schools. These relationships are strongest in the case of teachers' assessments of pupil attainment, less marked in regard to their ratings of pupils' sociability, and minimal in the case of their assessments of pupils' perseverance. However, the aspect

Table 10.4.5: *Relationships between teachers' assessments and schools' demographic characteristics*

| | Attainment (Scaled) (N=2764) | Perseverance (N=2869) | Sociability (N=2869) |
|---|---|---|---|
| Size of Primary School | .03 | -.02 | .07 |
| Size of Secondary School | .29 | -.01 | .02 |
| Metropolitan Secondary Schools | .08 | .03 | .07 |
| Urban Secondary Schools | .05 | -.04 | -.09 |
| Rural Secondary Schools | -.12 | .01 | .01 |
| Coeducational/Single Sex Schools | .05 | -.07 | -.08 |
| Catholic/Protestant Schools | -.05 | .10 | .12 |
| Streamed/Non-Streamed Schools | -.10 | -.02 | -.07 |
| Small Classes | -.26 | -.02 | -.00 |
| Medium Classes | -.27 | -.08 | -.07 |
| Large Classes | .38 | .07 | .06 |

Table 10.4.6: *Relationships between teachers' assessments and schools' transition programmes*

| | Attainment (Scaled) (N=2764) | Perseverance (N=2869) | Sociability (N=2869) |
|---|---|---|---|
| Primary-Secondary Liaison | -.46 | -.15 | -.19 |
| Secondary School Familiarisation | .05 | .06 | .11 |
| First Year Social Provision | .19 | .00 | -.01 |
| Membership of Societies | .25 | .06 | .13 |
| Membership of Teams | .07 | .01 | .18 |
| Pastoral Provision | .22 | .11 | .13 |
| Curriculum Provision | -.10 | .05 | .04 |
| Locational Amenities | .15 | .11 | .15 |

Table 10.4.7: *Relationships between teachers' assessments and pupils' attitudes to transfer*

| | Attainment (Scaled) (N=2764) | Perseverance (N=2869) | Sociability (N=2869) |
|---|---|---|---|
| Secondary-Primary Preference | .01 | .12 | .09 |
| Teachers and Teaching at Sec. School | .29 | .31 | .13 |
| Work at Sec. versus Primary School | -.12 | .11 | .08 |
| Familiarity with the New School | .12 | .04 | .13 |
| Educational Alienation | -.59 | -.26 | -.19 |
| The Selection Procedure | -.15 | -.08 | -.10 |
| School Anxiety | -.04 | .00 | -.06 |

of schools' transition programmes which correlated most significantly, if negatively, with all three criteria was the extent of the liaison between primary and secondary schools.

It is possible that the large negative correlation between pupils' attainment and primary-secondary liaison may be an artefact of the relationships between pupils' VRQ scores (inherent in teachers' estimates) and non-selective secondary schools (in which such initiatives were most commonly undertaken). Yet this relationship (r=-.30) is appreciably smaller than that obtained above. The conclusion reached in Chapter 4 (5), in which the effects of school type were controlled, had stated: 'It may be that with increased liaison, a type of 'self-fulfilling prophecy' has been set in motion, in that the more comprehensive the information passed on from school to school, the more inhibited pupils felt as to their capacity to make a fresh start in their new schools'.

Pastoral provision, or guidance and counselling in the first year at secondary school, was positively associated with teachers' assessments on all three criteria, more especially pupil attainment, as also was the provision of special locational amenities such as first-form centres and library facilities. In the analysis described in Chapter 4 (5), pastoral provision was found to positively predict favourable pupil attitudes towards teachers, teaching and work at secondary school. Special locational amenities were associated with similar pupil dispositions, and also appeared to lessen pupils' anxiety and alienation.

Table 10.4.7 summarises the relationships obtained between teachers' assessments and pupils' responses on the Attitudes to Transfer Inventory. The two attitudinal dimensions most significantly associated with teachers' assessments were pupils' attitudes towards teachers and teaching at secondary school and their alienated attitudes towards education in general. While both these scales correlated significantly with all three aspects of teachers' assessments, pupils' assessed perseverance was most positively associated with their attitudes towards secondary teachers and teaching, whereas their assessed attainment was most negatively associated with their expressions of educational alienation. This latter correlation coefficient is the highest of any obtained hitherto in the analysis, and may partly be attributable to the negative relationship (r=-.57) between pupils' verbal reasoning ability and their replies on this attitude scale, a possibility which will be treated in greater detail in the section which follows.

The negative relationships obtained in this analysis between teachers' assessments of pupil attainment and pupils' attitudes towards work at secondary school and also towards the Selection Procedure might be interpreted, in the first instance, in the context of the observation made in Chapter 5 (5) that 'a preference for schoolwork at secondary level is not necessarily a precondition for academic progress at secondary school', and in the second, in the light of the conclusion reached in Chapter 4 (4) that 'favourable attitudes towards the Selection Procedure were not....invariably associated with those of higher measured intelligence'.

Table 10.4.8 indicates the relationships which obtained between teachers' assessments and pupils' sociometric status, or their chosen and rejected status for work and play within their own classes. The associations which resulted from this analysis were among the least pronounced of any of the characteristics reviewed, but applied more significantly to teachers' ratings of pupils' sociability and perseverance than to their assessments of pupil attainment.

The profile of relationships was nonetheless directionally consistent for all three types of assessment, and indicated that pupils' underchosen and over-rejected status, whether for work or for play, were negatively associated with their teachers' assessments of their progress and adjustment. Over-rejected status for work was most negatively correlated with teachers' ratings of pupil perseverance, whereas overchosen status for play was most positively correlated with teachers' ratings of pupil sociability.

Table 10.4.9 illustrates the relationships obtained between teachers' assessments and pupils' perceptions of their learning environments at secondary school. As might be expected, the associations thus defined were strongest in regard to teachers' assessments of pupils' attainment and perseverance and weakest in respect of teachers' ratings of pupils' sociability.

Pupils who perceived their classrooms as being disorderly and over-disciplined, and those who perceived their peers as being disaffected were negatively associated with scaled teachers' assessments of attainment, whereas those who perceived their learning environments as being motivating were positively and significantly associated with such assessments. With the exception of pupils' perceptions of the supportiveness of their teachers (which may incidentally be a reflection of the attitudes of weaker, more dependent pupils), the correlation coefficients were otherwise meaningfully and directionally consistent with both of the other types of teacher assessment included in the analysis. Pupils' perceptions of class disorder were most negatively associated with their assessed perseverance, and their perceptions of the motivational climate of their classrooms were most positively associated with their assessed sociability.

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Table 10.4.8: *Relationships between teachers' assessments and pupils' sociometric status*

| | Attainment (Scaled) (N=2764) | Perseverance (N=2869) | Sociability (N=2869) |
|---|---|---|---|
| Overchosen for Work | .10 | .12 | .13 |
| Underchosen for Work | -.03 | -.09 | -.09 |
| Over-Rejected for Work | -.07 | -.15 | -.08 |
| Under-Rejected for Work | .07 | .01 | -.02 |
| Overchosen for Play | .05 | .09 | .15 |
| Underchosen for Play | -.04 | -.08 | -.14 |
| Over-Rejected for Play | -.07 | -.14 | -.09 |
| Under-Rejected for Play | .05 | .00 | -.03 |

Table 10.4.9: *Relationships between teachers' assessments and pupils' perceptions of their classroom learning environments*

| | Attainment (Scaled) (N=2764) | Perseverance (N=2869) | Sociability (N=2869) |
|---|---|---|---|
| Class Disorder | -.26 | -.19 | -.05 |
| Teacher Support | -.03 | .13 | .05 |
| Class Discipline | -.22 | -.08 | -.10 |
| Peer Disaffection | -.22 | -.14 | -.05 |
| Motivational Climate | .37 | .15 | .14 |
| Academic Motivation (Entwistle, 1967) | -.07 | -.05 | -.02 |

In summary, therefore, the profiles of characteristics associated with teachers' end-of-year assessments of pupils' attainment, sociability and perseverance were quite constant with the definitions of these criteria as presented to teachers. Among the most significant correlates common to all three criteria, whether positive or negative, were pupils' verbal reasoning scores and selected status, the types of secondary school to which they had transferred, and their school attendance.

Thereafter, attainment at secondary school was most positively correlated with the socio-economic status of fathers' occupations, fathers' education, attitudes towards teachers and teaching at secondary school, enrolment in large classes, and pupils' perceptions of the motivational climate of their classrooms. Perseverance at secondary school was most positively correlated with pupils' attitudinal impressions of their teachers and teaching at secondary school, and was most negatively associated with pupils' expressions of educational alienation. Sociability at secondary school, while most positively associated with pupils' extraverted personality characteristics, was negatively associated with their expressions of educational alienation and with the extent of the liaison between primary and secondary schools.

## 10.5 PREDICTION OF TEACHERS' ASSESSMENTS

Partitioned regression is employed in this section of the analysis in order to estimate the statistically independent or unique contributions of individual variables, or specifically designated subsets of variables, to the prediction of teachers' estimates of pupils' perseverance, sociability and attainment.

While the correlation analysis described in the previous section usefully illustrated the salient patterns of association in the data, some of the findings were subject to interpretative ambiguities. For example, is increased liaison between primary and secondary schools particularly directed towards the less able, secondary (intermediate) school pupils, thereby artefacting a negative relationship with scaled attainment, or conversely, are social amenities in the first year at secondary school most extensively provided for the more able, grammar school pupils, thereby artefacting a positive relationship with scaled attainment? A partial answer to both these questions may lie in the extent to which teachers' assessments of pupil attainment are explicable in terms other than the verbal reasoning tests upon which they were scaled.

A hierarchical or ordered stepwise regression procedure was therefore employed in entering the various characteristics into the regression equations. Pupils' selected status and verbal reasoning scores, as the most powerful determinants of differences in the school system, were entered first into the regression analysis in order to determine their statistically independent contribution to explained variation on each of the three types of teacher assessment, but also to establish the extent to which other characteristics contributed to prediction with the effects of both these attributes held constant.

The types of school which pupils attended were then entered into the regression equations as a dummy variable set in order to determine the significance of their additional contribution to explained variation on the three criteria specified. Thereafter, the independent predictive contributions of specific characteristics or subsets of characteristics were determined by ascertaining whether, with the effects of VRQ, selected status and school type held constant, the removal of that predictor or predictor subset from the total number of variables remaining in the equation made a significant difference to the percentage variation explained. In the present analysis, pupils' sex, age, school attendance and their scores on Entwistle's (1968) Academic Motivation Inventory were entered as individual variables into the regression analyses, since there was no *a priori* reason for including them with one or other of the subsets. However, there was no difference in the ways in which individual as opposed to grouped characteristics (*C1 to C11*) were treated in the analysis, the statistically independent contribution of each predictor or predictor subset to explained variation being established in all cases.

Table 10.5.1 summarises the results obtained from this regression analysis of teachers' assessments. It is clear from Row A of the Table that most of the variation in teachers' assessments of pupil attainment is, in fact, explained by the verbal reasoning test employed in the scaling procedure. The obvious implication of this is that the difference between pupils' VRQ score distributions and the distribution of teachers' estimates of their attainment, rescaled within classes according to their VRQ scores, is negligible. A corollary

**Table 10.5.1:** *Partitioned three-stage regression analysis of the unique contributions of designated predictors and predictor subsets to explained variation on teachers' assessments of the three criteria pupil attainment, perseverance and sociability.*

| Regression Models | d.f | Pupil Attainment (Scaled) (N=2764) | Pupil Perseverance (N=2869) | Pupil Sociability (N=2869) |
|---|---|---|---|---|
| *Entered First:* | | | | |
| A: Selected Status + VRQ | 2;1410 | 75.03*** | 11.81*** | 7.35*** |
| *Entered Second, with Selected Status + VRQ Controlled:* | | | | |
| B: School type | 3;1407 | 0.56*** | 1.01* | 2.25*** |
| *Entered Independently, with Selected Status, VRQ, School Type and Remainder Controlled:* | | | | |
| C1: Sex | 1;1351 | 0.08* | 0.03 | 0.08 |
| C2: Age | 1;1351 | 0.58*** | 0.49*** | 0.04 |
| C3: School Attendance | 1;1351 | 0.36*** | 1.90*** | 3.22*** |
| C4: Academic Motivation | 1;1351 | 0.01 | 0.02 | 0.33* |
| *Entered as Subsets, with Selected Status, VRQ, School Type and Remainder Controlled:* | | | | |
| C5: Pupils' Background Characteristics | 12;1351 | 0.23** | 0.60*** | 0.65** |
| C6: Pupils' Personality Characteristics | 3;1351 | 0.05 | 0.68*** | 1.87*** |
| C7: School Demographic Characteristics | 9;1351 | 0.87*** | 1.77*** | 3.58*** |
| C8: Schools' Transition Arrangements | 8;1351 | 0.48*** | 1.49*** | 3.39*** |
| C9: Pupils' Attitudes to Transfer | 7;1351 | 0.82*** | 2.60*** | 0.69** |
| C10: Pupils' Sociometric Status | 8;1351 | 0.28** | 2.50*** | 2.23*** |
| C11: Perceptions of Learning Environments | 5;1351 | 0.27** | 0.54*** | 0.18* |
| *RSQ (% Explained Variation)* | 61;1351 | 80.67*** | 29.74*** | 29.47*** |

*: $p<0.05$; **: $p<0.01$; ***: $p<0.001$

to this is that the amount of variation in teachers' assessments of pupil attainment which may be explained in terms other than pupils' verbal reasoning ability (e.g. the effects of school type upon educational attainment) is considerably reduced.

However, the results for teachers' unscaled estimates of pupils' perseverance and sociability further presented in Row A of the Table confirm the results of the correlation analysis by indicating that pupils' selected status *plus* verbal reasoning ability also played a considerable part in the prediction of teachers' ratings of these criteria, accounting for 12 per cent of explained variation in the case of pupils' perseverance and 7 per cent of explained variation in the case of pupils' sociability.

Row B of the Table illustrates the percentage variation in teachers' assessments uniquely accounted for by the types of school which pupils attended, the effects of verbal reasoning ability and selected status being controlled. The results indicate that teachers' ratings of pupil sociability was the criterion most influenced by the types of school in which pupils were enrolled. The correlation analysis in Section 4 indicated that grammar school pupils were considered to be most sociable by their teachers, whereas bilateral and junior high school pupils were regarded least favourably on this criterion.

Rows C1 to C11 of the Table illustrate the unique contributions made by individual predictors or predictor subsets to explained variation in teachers' assessments, the effects of selected status, verbal reasoning ability, school types and all remaining variables being controlled. The most significant predictors of teachers' assessments of pupil attainment under these conditions were the demographic characteristics of secondary schools, pupils' attitudes to transfer, and pupils' age. The correlation analysis indicated that, among these variables, older pupils, enrolment in large schools and classes, positive attitudes towards teachers and teaching at secondary school and the absence of alienated attitudes towards education in general were the characteristics most significantly associated with attainment at secondary school.

The most significant predictors of teachers' assessments of pupil perseverance, the effects of all other variables being held constant, were pupils' attitudes to transfer, their sociometric status and their record of school attendance. The correlation analysis indicated that, among these variables, pupils' attitudes towards teachers and teaching at secondary school, their negative dispositions towards educational alienation, and also their status as being neither over-rejected for work nor for play by their peers were most significantly associated with their assessed perseverance at secondary school.

The statistically unique contributions of the predictors and predictor subsets which contributed to explained variation on teachers' assessments of pupil sociability were among the most significant to emerge from the analysis, and suggest that the predictor subsets as defined retained their conceptual or logical coherence most effectively when employed in the prediction of the social aspects of teachers' assessments.

Pupils' school attendance and sociometric status, the demographic characteristics of schools and their transition arrangements contributed most significantly to the prediction of teachers' assessments of pupil sociability. The correlation analysis indicated that pupils' overchosen status for play, their attendance at Catholic secondary schools and their membership of school teams were the characteristics in these subsets most positively associated with teachers' ratings of their sociability, whereas the extent of the liaison between primary and secondary schools was the transitional arrangement most negatively associated with such assessments.

In summary, therefore, this analysis of the comparative effectiveness of the unique contribution of subsets of school and pupil-based characteristics in predicting teachers' assessments of pupil progress and adjustment has indicated that the effects of the scaling procedure employed in the standardisation, within classes, of teachers' estimates of pupil attainment was such as to render the variability attributable to pupils' attainment virtually indistinguishable from that attributable to their verbal reasoning ability. However, the analysis also indicated that pupils' verbal reasoning scores, in conjunction with their selected status, made the most significant contribution to the prediction of unscaled teachers' estimates of pupils' sociability and perseverance.

With the effects of verbal reasoning ability and selected status controlled, school type made its most significant contribution to the prediction of teachers' assessments of pupil sociability. With the effects of all other variables held constant, schools' demographic characteristics, pupils' attitudes to transfer and pupils' age made the most significant contributions to the prediction of their assessed attainment; pupils' attitudes to transfer, their sociometric status and their school attendance contributed most significantly to teachers' ratings of their perseverance, and schools' demographic characteristics, schools' transfer provision, pupils' attitudes to transfer, pupils' sociometric status and pupils' age contributed most significantly to teachers' estimates of their sociability at the end of their first year at secondary school.

## 10.6 SUMMARY

The purpose of the first section of this analysis was to depict, for the total sample of pupils, significant bivariate relationships between aspects of the adaptive characteristics of pupils and their teachers' end-of-year assessments of their attainment, sociability and perseverance.

The results of this analysis were interpreted as lending considerable support to the nature of the three types of teacher assessment defined. Grammar school teachers perceived their pupils most favourably on all three criteria, whereas junior high school teachers were least positive in their assessments. Girls were perceived somewhat more favourably than boys, as were those with the highest records of school attendance.

In terms of their background characteristics, pupils from more advantaged socio-economic, material and educational environments were most positively associated with their teachers' assessments on all three criteria, whereas those from less advantaged backgrounds, and in particular those whose fathers had been educated at secondary (intermediate) schools, were negatively associated with such assessments.

The analysis of pupils' personality characteristics indicated that while those of extraverted temperament, as indicated by their scores on the Junior Eysenck Personality Inventory, were positively associated with teachers' assessments of their sociability and attainment, extraverted pupils were negatively associated with teachers' ratings of their perseverance. Alternatively, pupils who gained high scores on the Neuroticism and Lie Scale dimensions of this inventory were negatively associated with teachers' ratings of both their sociability and attainment.

The analysis of the relationships between schools' demographic characteristics indicated that while membership of large classes was positively associated with teachers' assessments on all three criteria, membership of either medium-sized or small classes was not. The evidence also indicated that whereas attendance at large secondary schools was significantly associated with teachers' assessments of pupil attainment, attendance at rural (usually small) schools was not. Enrolment at coeducational secondary schools, while positively associated with teachers' assessments of pupils' attainment, was negatively associated with teachers' assessments of both their perseverance and sociability. However, because such demographic characteristics are rarely independent of one another or of school type, these results should be interpreted with caution.

The analysis of the organisational initiatives undertaken by schools to facilitate transfer indicated that while pastoral provision, pupils' membership of clubs and societies and the provision of special locational amenities were positively associated with teachers' assessments on all three criteria, the extent of liaison between primary and secondary schools was negatively and significantly associated with teachers' assessments of pupil progress on the three criteria defined. While certain reservations were expressed concerning the effects of pupils' VRQ scores (employed in the scaling of teachers' estimates of their attainment) on this relationship, the consistency of results across criteria was interpreted as a commentary on the dangers, implicit in such liaison, of stereotyping children at the start of their new school careers.

The analysis of pupils' attitudes to transfer indicated that while pupils' dispositions towards teachers and teaching at secondary school were positively associated with teachers' assessments of their progress and adjustment, their expressions of educational alienation were negatively, and also highly significantly, associated with such assessments.

Pupils' sociometric status, whether for work or play, was not strongly related to teachers' assessments on any of the criteria specified. However, the directions of such relationships were as anticipated. Overchosen status for play was most positively associated with pupils' assessed sociability, over-rejected status for work was most negatively associated with pupils' perseverance, and over-rejected status for work and play alike were most negatively associated with pupils' attainment.

Pupils' perceptions of their learning environments were more significantly correlated with teachers' assessments. The results indicated that whereas pupils who perceived their classrooms as being disorderly were negatively associated with teachers' assessments on all three criteria, pupils' perceptions of the motivational climate of their classrooms were most positively associated with their assessed progress across criteria.

Disregarding school types, pupils' selected status and their verbal reasoning ability, the single most positive correlate of scaled teachers' assessments of pupil attainment from within each of the various subsets to result from this analysis were as follows: school attendance, non-manual fathers' occupations, extraverted personality characteristics, favourable attitudes towards teachers and teaching at secondary school, membership of clubs and societies, enrolment in large classes, overchosen status for work, and motivational perceptions of their learning environments. The most positive correlates of teachers' assessments of pupil perseverance were: school attendance, frequency of library visits, attendance at Catholic secondary schools, response bias on the Lie Scale of the JEPI, first year pastoral provision, and locational amenities. Pupil perseverance ratings were also correlated with favourable attitudes towards teachers and teaching at secondary school, with overchosen status for work and with motivational perceptions of their learning environments. The most positive correlates of teachers' assessments of pupils' sociability from within the various subsets were: school attendance, mothers who had been educated at grammar schools, extraverted personality characteristics, attendance at Catholic secondary schools and membership of teams. Pupils' sociability was also correlated with their expressed familiarity with their prospective secondary schools, with approval of teachers and teaching in such schools, with overchosen status for play and with motivational perceptions of their classroom learning environments.

The second phase of the analysis was designed to illustrate, with the effects of verbal reasoning ability, school type and selected status controlled, which among these characteristics, whether defined individually or as subsets, most effectively predicted teachers' assessments on the three criteria specified.

The results indicated that the effects of the scaling procedure employed in the standardisation, within classes, of teachers' estimates of pupil attainment was such as to render the variability attributable to pupils' attainment virtually indistinguishable from that attributable to their verbal reasoning ability. Nevertheless, pupils' verbal reasoning ability, in conjunction with their selected status, made the most significant contribution of all variables included in the analysis to the prediction of teachers' unscaled estimates of both sociability and perseverance, explaining 12 per cent of the variance on assessed perseverance, and 7 per cent of the variance on assessed sociability.

With the effects of pupils' selected status and verbal reasoning ability held constant, school type was found to make its most significant contribution to the prediction of teachers' assessments of pupils' sociability. The correlation analysis had indicated that grammar school pupils were assessed most favourably by their teachers on this criterion.

The third stage of this analysis involved the estimation of the unique contributions of predictors and predictor subsets to explained variation on the three criteria specified, with the effects of selected status, verbal reasoning ability and school type held constant. The results indicated that school demographic characteristics, pupils' attitudes to transfer and pupils' age most significantly predicted teachers' assessments of pupil attainment, and that schools' transition arrangements, pupils' attitudes to transfer and pupils' school attendance most significantly predicted teachers' assessments of pupil perseverance.

However, the analysis of pupil sociability indicated that school and pupil characteristics, when defined as predictor subsets, retained their theoretical coherence most effectively in the prediction of this criterion. School demographic characteristics and schools' transition arrangements, as subsets, were the most significant predictors of pupil sociability, and pupils' age and sociometric status also made statistically significant contributions to the prediction of this criterion.

# CHAPTER 11: PUPILS' SATISFACTION WITH SECONDARY SCHOOL

## 11.1 INTRODUCTION

This chapter returns to a final consideration of the 3050 pupils included in the enquiry in order to establish those aspects of pupils' first year experiences which were most significantly associated with improvements in their self-concepts at the end of their first year at secondary school.

Burns (1977), in a review article on the relevance of pupils' self-concepts to academic attainment, has commented: 'Academic performance has long been viewed as a function of such factors as IQ, social class, parental interest, etc. However, it is now accepted that a major factor is the self-concept, which is particularly influenced, in the educational context, by the quality of the relationships between teachers and taught'.

Studies by Bodwin (1957), Coopersmith (1959) and Brookover, Paterson and Thomas (1962) have reported significant, positive relationships between self-concept scales and various measures of attainment among pupils from ages eight to twelve, and Purkey (1970) concluded from the results of American studies in this area that 'overall, the research evidence clearly shows a persistent and significant relationship between the self-concept and academic achievement'. However, studies by Piers and Harris (1964), Coopersmith (1967) and Bledsoe (1968) found equally significant relationships between self-concept and IQ scores, findings which add emphasis to Gage and Berliner's (1975) reservation that 'correlational studies do not show whether self-concept influences achievement, or achievement influences self-concept; this question remains largely unresolved at present'.

Of more immediate relevance to the present enquiry, therefore, are those studies which have sought to monitor variations in pupils' self-concepts relative to the developmental characteristics of pupils themselves or to salient differences in teacher expectations, classroom climate and school organisation.

Following from the early work of Mead (1934) on the development of self-referent constructs, the self-concept is customarily described as 'growing out of interactions with 'significant other' persons in one's life - usually parents, teachers and peers'. Parents have the greatest impact on the developing self-concept of children in the pre-school period. Snygg and Combs (1949) have emphasised the vital role of parents in shaping the child's self-image: 'As he is loved or rejected, praised or punished, fails or is able to compete, he comes gradually to regard himself as important or unimportant, adequate or inadequate, handsome or ugly, honest or dishonest'. Physical size and body-image are considered to be important determinants of the child's view of himself at this stage, and continue to exercise considerable influence over his developing self-image, particularly during adolescence. While studies by Jersild (1954), Strang (1957) and Livesley and Bromley (1973) report that younger children stress mainly external criteria such as physical characteristics and grooming, and older children emphasise personal attributes, values and relationships, Burns (1977) argues that 'generally speaking, categories of self-description common at one age are prominent at other levels also', and Coopersmith (1967) concluded that 'by middle childhood the basic framework has been laid down....and integrated into a relatively stable and consistent Self-system'.

However, the evidence also points to a marked sex difference in the socialised self-concepts of boys and girls. Purkey (1970) found that the relationship between academic achievement and self-concept was consistently stronger for boys than for girls. Shaw, Edison and Bell (1960) reported that over-achieving girls scored lower than under-achieving girls on the traits 'Ambition' and 'Responsibility', and Veness (1962) noted that girls were more concerned with personal appearance and social relationhsips than boys, who showed more concern with academic progress. Burns (1977) suggests as an explanation for these findings that 'perhaps such sex differences are a result of the social expectations for males in Western society, especially in terms of academic progress and ambition'. Coleman (1961), in his study *The Adolescent Society*, reported that while academic achievement was important in coeducational schools for same-sex popularity, those aspects of the self-concept most frequently associated with pupils' idealised images of cross-sex popularity were 'physical attractiveness' in the case of girls, and 'possession of a car' in the case of boys. Coleman concluded from his results that for such pupils, 'coeducation in some high schools may be inimical to *both* academic achievement *and* social adjustment'.

On entering school, the child's self-concept is still in the process of formation, and is still susceptible to modification. However, school is also the first major environmental extension which the child experiences, and teachers and peers increasingly replace parents as the primary sources in shaping the pupil's developing self-image. Studies by Perkins (1958) and Davidson and Lang (1960) attest to the accuracy with which teachers perceive pupils' images of each other, and also the accuracy with which pupils perceive teachers' images of themselves. In the first of these studies, 10-12 year-old pupils from seven schools were asked to nominate up to four classmates, including themselves, who most closely corresponded with a series of supplied statements, and teachers were asked to follow a similar procedure. The results indicated that teachers were as accurate as their pupils in predicting pupils' perceptions of each other. In the second study, two hundred 10-11 year-old pupils from one school were required to complete, from a list of adjectives provided, a series of statements beginning 'My teacher thinks I am....' and 'I think I am....'. The teachers were also asked to rate pupils on a series of achievement, personality and behavioural characteristics. High correlations were obtained between the three sets of measures, again indicating the consistency of the interaction between pupils' self-concepts, their perceptions of their teachers' estimations, and teachers' actual assessments of their self-concepts, characteristics and behaviour.

Yet teachers may be misinformed (whether intentionally or otherwise) regarding pupils' capacities, with rather striking consequences. The results of the Rosenthal and Jacobson (1968) experiment (in which appreciable gains in IQ scores were claimed for pupils whose teachers had been incorrectly informed that they were academic 'spurters') have been widely criticised. Yet subsequent studies by Beez (1968) at the pre-school level, Palardy (1969) on the teaching of reading to 6-year-olds, and Burstall (1970) on the teaching of French to low-ability primary school pupils lend some support to Rosenthal and Jacbson's (1968) observation that the deliberate changing of teachers' expectations may have been accompanied by 'possible changes in teaching technique which may have helped the child to learn by changing his self-concepts, his expectations of his own behaviour, and his motivation, as well as his cognitive style and skills'. Studies by Staines (1958), Brookover and his associates (1962, 1967) and Homme and Tolsti (1971) have also suggested that interventions designed to modify teachers' or parents' perceptions of children may have a detectable effect on children's self-concepts and behaviour, at least in the short term.

Research has also been conducted on the effects of selection by ability, whether within or between schools, on pupils' self-concepts. Barker-Lunn (1970), in the context of a major comparative study of streaming and mixed ability grouping in 28 English primary schools, administered an academic self-image questionnaire to each of approximately 2000 pupils sampled in the enquiry. She found that academic ability was significantly correlated with academic self-image for all the pupils sampled, and that 'A'-stream pupils had the more favourable self-images, as did those who were near the top of the 'B' and 'C' streams. However, low-ability children in non-streamed schools had a poor self-image, and a considerable number of low-ability children experienced shame at not being clever. As in the case of the Davidson and Lang (1960) study, the highest correlate of pupils' self-concepts was their estimation of how they were perceived by their teachers. Barker Lunn's analysis of the effects of teacher attitudes further revealed that the most positive self-concepts were held by above-average pupils in non-streamed schools who were taught by teachers who favoured mixed-ability grouping, and the most negative self-concepts were held by pupils of average ability in non-streamed schools whose teachers favoured streaming.

It is also of interest to note in this connection that Burns (1977) had demonstrated that teachers who prefer child-centred methods rather than more impersonal, traditional approaches tend to possess significantly more positive self-concepts than teachers who prefer the more formal methods.

Ferri (1971), in a follow-up study to the Barker Lunn (1970) enquiry, investigated the self-concepts of approximately 800 children in non-streamed junior schools and 900 children in streamed junior schools who were subsequently transferred to grammar, comprehensive and secondary modern schools. She found that whereas boys who transferred to secondary modern schools improved their self-images (a result which she ascribed to the narrower range of ability in such schools), children who went to grammar schools developed poorer self-images (a result which she attributed to their change of status from being the brightest in a broader ability-range at primary school). Musgrove (1966) also found that grammar school pupils, especially those in the sixth form, tended to have markedly negative self-concepts, introverted personalities, and hostile attitudes to school. He suggests that the emphasis on their development of critical faculties in a highly competitive academic climate might partly account for their negative self-appraisal, but goes on to suggest that 'grammar schools which differ in their size, social composition, and academic distinction might be usefully compared for the attitudes and self-conceptions which they induce in their pupils'.

Erikson (1968) has described the psychosocial development of children in terms of the progressive resolution of a series of crises involving the learning of trust rather than mistrust, autonomy rather than dependence, initiative rather than uncertainty, and accomplishment rather than inferiority. The purpose of this chapter is to describe the major determinants of improvements in such aspects of pupils' self-perceptions at the end of their first year in four different types of secondary school.

## 11.2 PROCEDURE

As indicated in Chapter 8(2), pupils' self-concepts were assessed during the second phase of the test programme, April to June 1976, using a modified version of the Sears (1964) Self-Concept Scales. This instrument was devised to assess the developing self-images of children in educational contexts, and the statements relate to pupils' estimates of their personal and physical attributes, their interpersonal skills and social relationships, and their academic potential and progress. A total of 93 per cent of the pupils sampled completed the 44 items selected as being of most relevance to the present enquiry.

Three types of response were requested from pupils in regard to each of the items listed: whether or not they were satisfied with their present capabilities on the attributes specified, whether or not they viewed themselves as being identical, superior or inferior to their classmates on these attributes, or whether or not they considered themselves to have improved or disimproved on these attributes during their first year at secondary school. Pupils' replies to the first two questions have been employed in describing the self-concepts of children of varying sociometric status, or of those within different streams in their respective secondary schools. Pupils' replies to the third question, their perceptions of improvements in their self-concepts in consequence of their first year at secondary school, is the focal point of this, the final chapter of the analysis.

Factor analysis* of pupils' response indicated nine major dimensions of improved self-concept attributed by pupils to their first year experiences. The items defining these dimensions, together with their respective factor loadings

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* A principal components analysis of 44 self-concept items yielded 9 components with *eigen* values in excess of unity. These were rotated by Varimax to the structure summarised in Table 11.2.1.

Table 11.2.1: *Dimensions of pupils' assessments of improvements in their self concepts in consequence of their first year at secondary school*

Factor 1: Academic Orientation

| Items | Loading |
|---|---|
| Keeping up with the class | .63 |
| Learning things quickly | .58 |
| Getting schoolwork right | .51 |
| Being clever | .50 |
| Remembering lessons | .43 |
| Working hard | .41 |
| Getting homework done in time | .40 |
| Being attentive in class | .38 |
| Working on my own* | .36 |

*Rotated % Variation: 17.6*

Factor 2: Compliance with Authority

| Items | Loading |
|---|---|
| Obeying my parents | .69 |
| Getting on with my parents | .67 |
| Being neat and tidy | .44 |
| Obeying teachers* | .38 |
| Having good manners | .36 |
| Keeping my temper | .31 |

*Rotated % Variation: 4.1*

Factor 3: Self-Possession

| Items | Loading |
|---|---|
| Not worrying too much | .65 |
| Being able to change things | .44 |
| Being bigger than others | .43 |
| Sticking at things | .37 |
| Being easy to like | .35 |
| Working on my own* | .34 |

*Rotated % Variation: 3.3*

Factor 4: Relationships with Teachers

| Items | Loading |
|---|---|
| Liking teachers | .68 |
| Being liked by teachers | .57 |
| Getting on with teachers | .53 |
| Liking schoolwork | .53 |
| Being able to talk with teachers | .51 |
| Enjoying school | .47 |
| Obeying teachers* | .39 |
| Being interested in learning new things* | .31 |

*Rotated % Variation 2.9*

** = Items with comparable loadings on other factors*

Table 11.2.1 contd.

**Factor 5: Sensitivity to Problems**

| Items | Loading |
|---|---|
| Helping others | .64 |
| Caring about other's feelings | .63 |
| Having new ideas | .39 |
| Protecting the weak* | .36 |
| Being interested in learning new things* | .30 |

*Rotated % Variation: 2.9*

**Factor 6: Individualism**

| Items | Loading |
|---|---|
| Reading in my spare time | .57 |
| Speaking my mind | .49 |
| Living my own life | .38 |
| Planning my homework | .38 |
| Not making excuses | .34 |

*Rotated % Variation: 2.6*

**Factor 7: Prowess at Games**

| Items | Loading |
|---|---|
| Being good at games | .60 |
| Having spare-time interests and hobbies | .55 |
| Having energy | .50 |

*Rotated % Variation: 2.5*

**Factor 8: Friendship with Boys**

| Items | Loading |
|---|---|
| Getting on with boys | .74 |
| Making new friends | .56 |
| Being liked by others* | .38 |
| Liking others* | .30 |

*Rotated % Variation: 2.5*

**Factor 9: Friendship with Girls**

| Items | Loading |
|---|---|
| Getting on with girls | .66 |
| Being liked by others* | .36 |
| Liking others* | .32 |
| Protecting the weak* | .31 |

*Rotated % Variation: 2.3*

** = Items with comparable loadings on other factors* are illustrated in Table 11.2.1.

The first dimension of pupils' improved self-concept, *Academic Orientation*, is defined by items indicative of scholastic aptitude, application and accuracy in schoolwork. It reflects a pupil's general sense of competency in having come to terms with academic work at secondary school, and in being able to keep up with his peers. This dimension of pupils' self-concept was the single most significant factor to emerge from the analysis, accounting for 18 per cent of the total variation explained by all the items to which pupils responded.

The second dimension, *Compliance with Authority*, is defined by items signifying obedience, neatness, politeness and self-control, and is indicative of improvements in a pupil's sense of correct behaviour and in his acceptance of authority. The third dimension, *Self Possession*, is defined by items indicative of equanimity and resourcefulness, both personal and physical, and signifies improvements in a pupil's perception of his ability to manipulate his environment to his own needs. It may also imply a degree of social withdrawal in circumstances not conducive to the development of such characteristics.

The fourth dimension, *Relationships with Teachers*, is composed of items which consistently indicate a pupil's satisfaction with his ability to like and be liked by his secondary school teachers, and his improved capacity to like schoolwork and to enjoy school. The fifth dimension, *Sensitivity to Problems*, consists of items which reflect a pupil's sense of awareness of problems in the world around him, whether personal or intellectual. Guilford (1952) has commented that an important part of creative thinking consists of this 'ability to see beyond given information to an awareness of the need for change', and Spelman (1975), in a replication of Guilford's (1957) work, has reported that sensitivity to problems is a trait which relates equally to both cognitive and affective aspects of personality.

The sixth dimension of pupils' improved self-concept, *Individualism*, is defined by items which indicate a pupil's sense of personal autonomy. It is defined by items signifying improvements in pupils' ability to speak their minds, live their own lives and not make excuses. The seventh dimension, *Prowess at Games*, consists of items which reflect pupils' satisfaction with their improved ability at games and recreational interests in general. Proficiency at games was consistently associated with popular status, whether for work or play, in the analyses reported in Chapter 8(4).

The last two dimensions, *Friendship with Boys* and *Friendship with Girls*, simply reflect pupils' expressed satisfaction with their improved ability to form social relationships with children of the same or of the opposite sex. The only difference between the items defining both factors was that pupils' improved capacity for relating to boys involved 'making new friends', whereas their capacity for relating to girls involved 'protecting the weak'.

In brief, therefore, the factor analysis of pupils' own assessments of improvements in their self-concepts in consequence of their first year attending secondary school yielded nine major dimensions of pupil satisfaction for further analysis. Two of these dimensions, *Academic Orientation* and *Relationships with Teachers*, were directly related to pupils' perceptions of the academic organisation of secondary schools. A further four were concerned with pupils' personal attributes (their sensitivity to problems, self-possession, individualism and compliance with authority), two were related to pupils' perceptions of improvements in their relationships with members of the same or of the opposite sex, and one reflected pupils' satisfaction with their improved prowess at games. It is important to note, however, that of the nine aspects of the self-concept evaluated by pupils in consequence of their secondary school experience, the dimension referring to their perceptions of their academic progress at secondary school proved to be the most significant aspect of such assessments.

## 11.3 ANALYSIS

The first section of the analysis describes the relationships obtained between teachers' end-of-year assessments of pupil attainment, sociability and perseverance and pupils' own estimations of improvements in their self concepts in consequence of their first year at secondary school. Pupils' raw scores on the items defining each factor were summed to provide an index of pupil satisfaction on each of the nine dimensions of the self-concept, and product moment correlation was employed to estimate the relationships between pupils' self-concepts and teachers' assessments.

The statistical procedure employed in all subsequent sections of the chapter is multiple regression analysis. In contrast with the regression analyses described in the previous chapter, which were concerned to illustrate the statistically independent or unique contributions of *subsets* of characteristics to the prediction of teachers' assessments, the analyses to be described in this chapter are intended to define the most powerful combinations of *individual* predictors (e.g. verbal reasoning ability, attitudes to secondary teachers, extraversion, etc.) to correlate collectively with the various criteria (i.e. pupils' estimations of improvements in their self concepts on each of the nine dimensions defined).

The purpose of multiple regression analysis is to produce a linear combination of predictors which will correlate as highly as possible with the criterion. It provides a means of choosing those characteristics which will give the best possible prediction of the criterion while using the least possible number of predictors. In the present analysis the maximum number of predictors which were permitted to enter the regression equations was 15, and, with the exception of the analysis of pupils' social relationships, only those variables which contributed to explained variation at, or above the .01 level of statistical significance were considered in each case.

The same characteristics were employed in the prediction of pupils' improved self-concepts as were employed in the prediction of teachers' assessments (Figure 10.3.1). However, teachers' assessments were themselves also included as predictors because of their importance as potentially significant influences upon pupils' estimations of improvements in their self-concepts. Moreover, in contrast with the regression analysis described in the previous chapter, these analyses were also conducted by school type in order to estimate the extent to which the determinants of pupils' satisfaction with secondary school varied from one type of school to another.

Two of the nine dimensions of pupils' improved self-concepts are considered separately in the analysis, namely *Friendship with Girls* and *Friendship with Boys*. This was done in order to define the characteristics which most significantly influenced pupils' estimates of their improved capacity in forming social relationships with members of the same and of the opposite sex in their first year at secondary school. These regression analyses are conducted separately for boys and girls attending both single sex and coeducational secondary schools. Because of the low percentages of variation accounted for by these two dimensions of pupils' social relationships in the factor analysis, the significance level stipulated for additional contributions to explained variation in these regression analyses is <.05 rather than, as previosuly <.01.

The results of the multiple regression analyses of all nine dimensions of pupils' improved self-concepts are presented in terms of the *Beta* coefficients, or the predictive 'weights' independently assumed by each of the predictors in the regression equations with the effects of all other variables being held constant; the simple *r* or correlation coefficient between each predictor and its associated criterion, and, in summary, the *RSQ* or squared multiple correlation, which is the total percentage of criterion variation jointly accounted for by all the predictors which entered the regression equation. While the analyses described in this chapter are not concerned with the predictive effects of subsets of characteristics, the predictive contributions of individual characteristics are placed, for descriptive purposes, within their respective 'subsets' in the tables.

The first section of the analysis therefore describes the product moment correlations between teachers' assessments and pupils' own estimates of their progress and adjustment at secondary school; the second defines those characteristics which most significantly predicted pupils' social relationships in single sex and coeducational secondary schools, and the third and fourth sections describe the attributes, whether pupil or school-based, which most significantly predicted improvements in pupils' academic and personal self-concepts within each of the four types of secondary school surveyed.

## 11.4 TEACHERS' ASSESSMENTS AND PUPILS' ESTIMATES

The analysis of teachers' assessments described in Chapter 10(4) indicated that grammar school teachers considered their pupils to be most sociable and persevering, whereas secondary (intermediate), bilateral and junior high school teachers regarded their pupils as being less proficient in these attributes. Evidence from studies by Perkins (1958) and Davidson and Lang (1960) has suggested that teachers are quite accurate in perceiving pupils' images of each other, and that pupils are also accurate in perceiving teachers' images of pupils themselves. The analysis which follows is therefore designed to provide answers to two questions: 'to what extent did pupils' estimations of improvements in their self-images correspond with teachers' assessments of their sociability, perseverance and attainment in their first year at secondary school?'

and 'to what extent did pupils in the four types of secondary schools differ in their estimations of such improvements?'.

Table 11.4.1 illustrates the correlations obtained in the present investigation between teachers' assessments and pupils' estimations of improvements in their self-concepts. It is immediately apparent that, irrespective of the types of secondary school which pupils attended, the correspondence between teachers' ratings of pupils' progress and adjustment and pupils' own estimations of improvements in their self-concepts is not extensive.

Insofar as relationships between both types of assessment were discernible, teachers' ratings of pupil perseverance were most significantly associated with pupils' estimations of improvements in their academic orientation and in their relationships with their teachers in all but junior high schools, whereas pupils' estimations of improvements in their ability to comply with authority were negatively associated with teachers' assessments of their attainment in all schools, but particularly in junior high schools.

Of equal importance, however, is the suggestion implicit in the direction of the correlation coefficients that different qualities in children are valued differently in the four school types. Individualism, an aspect of the self-concept defined as indicating a sense of self-sufficiency on the part of pupils who reported improvements in their ability to 'speak their minds, live their own lives and not make excuses', is positively associated with teachers' assessments of perseverance, sociability and attainment in grammar schools, and is also positively associated with the assessed perseverance and sociability of pupils in bilateral schools, but is negatively associated with teachers' assessments of all three criteria in both secondary (intermediate) and junior high schools. Pupils' perceptions of improvements in their prowess at games is negatively associated with teachers' ratings of their perseverance in all but grammar schools, whereas pupils' self-possession is positively associated with teachers' ratings of their sociability in all but junior high schools.

However, the greatest discrepancies between teachers' assessments and pupils' estimates occurred in junior high schools, in which every aspect, without exception, of pupils' estimations of improvements in their self-concepts was negatively correlated with their teachers' assessments of their attainment at secondary school. The same trend in the evidence characterised such teachers' ratings of their pupils' sociability.

Table 11.4.2 illustrates the differences in pupils' impressions of improvements in their self-concepts in consequence of their first year in the four different types of secondary school. Despite their teachers' assessments, junior

**Table 11.4.1:** *Correlation of teachers' assessments of pupil attainment (A), perseverance (P), and sociability (s) with pupils' estimates of improvements in their self-concepts*

| | Grammar (N=932) | | | Secondary (Intermediate) (N=859) | | | Bilateral (N=485) | | | Junior High (N=569) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | P | S | A | P | S | A | P | S | A | P | S |
| Academic Orientation | .04 | .11 | .03 | -.02 | .16 | .01 | .07 | .25 | .10 | -.12 | .02 | -.03 |
| Compliance with Authority | -.10 | .01 | -.00 | -.13 | .01 | -.01 | -.08 | .02 | -.01 | -.20 | .00 | -.07 |
| Self-Possession | -.03 | .01 | .04 | -.02 | .03 | .01 | -.08 | -.03 | .06 | -.18 | -.05 | -.06 |
| Relationships with Teachers | -.01 | .09 | .02 | -.05 | .11 | .02 | .03 | .17 | .07 | -.15 | .03 | -.00 |
| Sensitivity to Problems | .00 | .06 | -.01 | -.10 | .02 | .00 | -.07 | .02 | .07 | -.13 | -.06 | -.10 |
| Individualism | .02 | .07 | .01 | -.00 | -.01 | -.07 | -.03 | .07 | .04 | -.10 | -.01 | -.05 |
| Prowess at Games | .00 | .01 | .04 | -.05 | -.00 | .05 | -.03 | -.06 | .07 | -.17 | -.07 | .00 |

**Table 11.4.2:** *Pupils' estimations of improvements in their self-concepts by type of secondary school*

| | Grammar (N=932) | Secondary (Intermediate) (N=859) | Bilateral (N=485) | Junior High (N=569) | | |
|---|---|---|---|---|---|---|
| | Mean | Mean | Mean | Mean | F-ratio | P |
| Academic Orientation | 15.84 | 15.83 | 15.35 | 16.03 | 5.10 | .010 |
| Compliance with Authority | 9.89 | 10.17 | 9.81 | 10.39 | 9.85 | .000 |
| Self-Possession | 9.81 | 9.94 | 9.64 | 10.10 | 5.68 | .000 |
| Relationships with Teachers | 13.11 | 13.45 | 12.85 | 13.52 | 7.95 | .000 |
| Sensitivity to Problems | 8.49 | 8.44 | 8.27 | 8.63 | 3.47 | .050 |
| Individualism | 8.35 | 8.55 | 8.02 | 8.39 | 4.96 | .010 |
| Prowess at Games | 5.37 | 5.27 | 5.23 | 5.49 | 6.54 | .000 |

high school pupils regarded themselves as having made more significant improvements than their peers on all aspects of the self-concept except individualism, in which, despite its negative associations with their teachers' assessments, secondary (intermediate) school pupils considered themselves to have become most proficient. Bilateral school pupils regarded themselves as having made the least improvement in their relationships with their teachers, in becoming more individualistic and in their prowess at games, and both bilateral and grammar school pupils reported the least improvement in their dispositions to comply with authority.

In summary, therefore, these analyses have indicated that the degree of correspondence between teachers' end-of-year assessments and pupils' estimations of improvements in their self-concepts as a result of their first-year experiences is slight. However, the trends in the evidence also suggest that particular pupil characteristics such as individualism and prowess at games are valued differently in the different types of secondary school, and that children in these schools varied quite considerably in the extent to which they considered themselves to have improved in these qualities.

## 11.5 PUPILS' ESTIMATES OF THEIR SOCIAL RELATIONSHIPS

The analysis of pupils' friendship choices in single sex and coeducational secondary schools described in Chapter 7(5) indicated that girls were considerably more inclined to allocate cross-sex choices than boys, and that while boys were most disposed to choose girls as their companions for work, girls were noticeably more disposed to choose boys as their companions for play. This analysis also found that while 'an appreciably greater number of pupils attending separate boys' and girls' secondary schools were inclined to nominate open cross-sex choices than the evidence relating to their choices by sex alone had indicated....pupils attending coeducational secondary schools were the least disposed of any group represented in the analysis to nominate pupils of the opposite sex as their companions for work or play'.

The results of the analyses described in Chapter 10(4) indicated that attendance at coeducational secondary schools, while having a low, positive association with teachers' estimates of pupils' attainment, was negatively associated with teachers' estimates of their sociability and perseverance. Coleman (1961) has commented in this connection that 'just putting together boys and girls in the same school is not necessarily the normal, healthy thing to do. It does not necessarily promote adjustment to life.' He also concluded that 'coeducation in some high schools may be inimical to *both* academic *and* social adjustment'.

Two of the aspects of pupils' improved self-concepts considered in the present enquiry reflect pupils' aptitude for social relationships at secondary school, namely *Friendship with Girls* and *Friendship with Boys*. The analyses which follow are designed to illustrate the determinants of 'same-sex' and 'opposite-sex' relationships in regard to boys and girls attending both single sex and coeducational secondary schools.

Table 11.5.1 illustrates those characteristics which significantly contributed to explained variation on the same-sex criterion *Friendship with Girls* for girls attending girls' and coeducational secondary schools, and to the criterion *Friendship with Boys* for boys attending boys' and coeducational secondary schools.

Improved capacity for same-sex friendship in the case of girls attending girls' schools was positively predicted by attendance at rural secondary schools, but negatively predicted by non-manual fathers' occupations, disaffected perceptions of classmates and, somewhat paradoxically, teachers' assessments of pupils' sociability. Girls' improved capacity for same-sex relationships in coeducational secondary schools, on the other hand, was positively predicted by their perceptions of their teachers as being supportive, but negatively predicted by scaled teachers' estimates of their attainment at secondary school.

Improvements in boys' capacity for same-sex friendships in boys' schools was positively predicted by their extraverted personality characteristics and their selected status, but also positively predicted by classroom environments which they perceived as being disorderly. Such capacity was negatively predicted by previous attendance at large primary schools, disaffected perceptions of classmates, and higher verbal reasoning ability.

Those characteristics which positively predicted boys' capacity for same-sex relationships in coeducational secondary schools were their perceptions of their teachers as being supportive, their familiarity with their new schools and, rather revealingly, their over-rejected status for work. Such capacity

Table 11.5.1: *Predictors of improvements in pupils' capacity for same sex friendships in single-sex and coeducational secondary schools*

| | Girls in Girls' Schools (N=600) | | Girls in Coed. Schools (N=543) | | Boys in Boys' Schools (N=1048) | | Boys in Coed. Schools (N=625) | |
|---|---|---|---|---|---|---|---|---|
| | r | Beta | r | Beta | r | Beta | r | Beta |
| ***Perceptions of Learning Environments*** | | | | | | | | |
| Teacher Support | | | .17 | .17 | | | .21 | .19 |
| Peer Disaffection | -.17 | -.16 | | | -.17 | -.21 | | |
| Class Disorder | | | | | .02 | .12 | | |
| ***Personality Characteristics*** | | | | | | | | |
| Extraversion (JEPI) | | | | | .12 | .13 | | |
| ***School Demographic Characteristics*** | | | | | | | | |
| Size of Primary School | | | | | -.10 | -.09 | | |
| Rural Secondary Schools | .19 | .17 | | | | | | |
| Bilateral Secondary Schools | | | | | | | -.08 | -.11 |
| ***Attitudes to Transfer*** | | | | | | | | |
| Familiarity with the New School | | | | | | | .11 | .12 |
| ***Sociometric Status*** | | | | | | | | |
| Over-Rejected for Work | | | | | | | .14 | .14 |
| ***Teachers' Assessments*** | | | | | | | | |
| Attainment (Scaled) | | | -.15 | -.15 | | | -.19 | -.22 |
| Sociability | -.08 | -.11 | | | | | | |
| ***Background Characteristics*** | | | | | | | | |
| Fathers' Occupation (NM) | -.14 | -.13 | | | | | | |
| ***Scholastic Aptitude*** | | | | | | | | |
| Verbal Reasoning Scores | | | | | -.11 | -.23 | | |
| Selected Status | | | | | .01 | .14 | | |
| RSQ (% *Explained Variation*) | 8.56*** | | 5.11** | | 9.07*** | | 12.42*** | |

**: $p<0.01$; ***: $p<0.001$

was also negatively predicted by scaled teachers' estimates of pupils' attainment and by attendance at bilateral secondary schools.

The results of the first section of this analysis therefore suggest that pupils' perceptions of their classroom learning environments would appear to have exercised a consistent influence upon pupils' estimations of their improved capacity for same-sex relationships whether positively, in terms of their perceptions of supportive teacher behaviours as in coeducational secondary schools, or negatively, by way of their perceptions of disaffected peer-group behaviour, as in single-sex secondary schools. However, teachers' assessments of pupil attainment were negatively associated with pupils' estimates of their improved capacity for same-sex relationships in the case of both boys and girls attending coeducational secondary schools. Moreover, there is at least a suggestion that higher socio-economic status may exercise an inhibiting effect on girls' capacity for same-sex social relationships in single-sex schools, whereas classrooms perceived as being disorderly may enhance this capacity in boys attending such schools. It is noticeable, also, that the percentage variation in pupils' capacity for same-sex social relationships explained by all predictors was most considerable for boys attending coeducational schools, and least significant for girls attending such schools.

Table 11.5.2 summarises those characteristics which most significantly predicted the criterion *Friendship with Boys* in the case of girls attending girls' and coeducational secondary schools, and *Friendship with Girls* in the case of boys attending boys' and coeducational schools. It is noticeable that the percentages of explained variation accounted for in this analysis of pupils' cross-sex behaviour are more considerable than those previously described, and are most significant in the case of girls attending coeducational schools.

Those characteristics which were most significantly associated with the improved capacity for cross-sex relationships of girls in girls' schools were negatively predictive of this criterion. Thus non-manual socio-economic status, the extent of primary-secondary liaison, underchosen status for play and teachers' perseverance ratings were all negatively predictive of this capacity, the only positive predictor of the improved capacity for cross-sex relationships of girls in girls' schools being the motivational climate of their classrooms.

The predictors of the capacity for cross-sex relationships of girls in coeducational schools were quite different in character. Improvements in this capacity were positively predicted by teachers who were perceived as being supportive, by extraverted personality characteristics and also by teachers' ratings of pupil perseverance. However, teachers' assessments of pupil

Table 11.5.2: *Predictors of improvements in pupils' capacity for cross-sex friendships in single-sex and coeducational secondary schools.*

| | Girls' in Girls Schools (N=600) | | Girls in Coed. Schools (N=543) | | Boys in Boys' Schools (N=1048) | | Boys in Coed. Schools (N=625) | |
|---|---|---|---|---|---|---|---|---|
| | r | Beta | r | Beta | r | Beta | r | Beta |
| *Perceptions of Learning Environments* | | | | | | | | |
| Teacher Support | | | .18 | .16 | | | .17 | .16 |
| Motivational Climate | .17 | .12 | | | | | | |
| Peer Disaffection | | | | | -.11 | -.11 | | |
| *Personality Characteristics* | | | | | | | | |
| Extraversion (JEPI) | | | .14 | .22 | .14 | .16 | .10 | .11 |
| *School Demographic Characteristics* | | | | | | | | |
| Rural Secondary Schools | | | | | | | .13 | .14 |
| Bilateral Secondary Schools | | | -.02 | -.12 | | | -.07 | -.16 |
| *Transfer Arrangements* | | | | | | | | |
| Primary-Secondary Liaison | -.20 | -.17 | | | | | | |
| *Sociometric Status* | | | | | | | | |
| Over-Rejected for Work | | | | | | | .13 | .13 |
| Underchosen for Play | -.10 | -.11 | | | | | | |
| *Teachers' Assessments* | | | | | | | | |
| Attainment (Scaled) | | | -.18 | -.33 | | | | |
| Perseverance | -.07 | -.12 | .08 | .19 | | | | |
| *Background Characteristics* | | | | | | | | |
| Fathers' Occupations (NM) | -.16 | -.18 | | | | | | |
| *Scholastic Aptitude* | | | | | | | | |
| Verbal Reasoning Scores | | | | | -.13 | -.26 | .15 | .13 |
| RSQ (% *Explained Variation)* | 10.15*** | | 13.83*** | | 6.75*** | | 10.70*** | |

***: p<0.001

attainment were negatively predictive of this capacity, as was attendance at bilateral secondary schools.

The improved capacity of boys in boys' schools for cross-sex relationships was also positively predicted by their extraverted personality characteristics, but was negatively predicted by disaffected perceptions of their classmates and by higher verbal reasoning ability. Alternatively, the improved capacity of boys in coeducational schools for cross-sex social relationships was positively predicted by higher verbal reasoning ability, by extraverted personality characteristics, by teachers who were perceived as being supportive, and by attendance at rural secondary schools. As in the case of their improved capacity for same-sex friendships, however, the capacity of boys in coeducational schools for cross-sex social relationships was positively predicted by their over-rejected status for work.

It is possible, therefore, to construct from these results a profile of the determinants of pupils' estimations of improvements in their capacity for social relationships, whether with members of the same or of the opposite sex. The characteristics which commonly predicted pupils' relationships in either capacity indicate that non-manual socio-economic status may have had an inhibiting effect on girls' perceptions of their capacity for improving their social relationships in single sex schools; that teacher support was positively associated with perceived improvements in the social relationships of girls in coeducational schools, whereas their assessed attainment was not; that extraverted personality characteristics were associated with perceived improvements in the social relationships of boys in single sex schools, whereas unfavourable perceptions of peers and higher measured intelligence was not; and that while teacher support was associated with perceived improvements in the social relationships of boys in coeducational schools, so also was their over-rejected status for work.

## 11.6 PUPILS' ESTIMATES OF THEIR ACADEMIC ORIENTATION, RELATIONSHIPS WITH TEACHERS AND COMPLIANCE WITH AUTHORITY

The purpose of this section of the analysis is to describe those characteristics which most significantly predicted pupils' estimations of improvements in those aspects of their self-concepts which were of most apparent relevance to their life at school. The results of the analysis described in Section 4 indicated that pupils' estimations of improvements in their academic orientation and in their relationships with their teachers were most positively associated with teachers' assessments of their perseverance, whereas their compliance with authority was negatively associated with scaled teachers' estimates of their attainment.

Table 11.6.1 illustrates those characteristics which most significantly predicted pupils' improved academic orientation in each of the four school types surveyed. The percentage variation explained by all the predictors which entered the regression equations was most considerable in the case of pupils attending secondary (intermediate) and bilateral schools, less extensive in regard to pupils attending grammar schools, and least significant in the case of pupils attending junior high schools.

The most consistently significant predictor of reported improvements in pupils' academic orientation in their first year at secondary school in all four kinds of secondary school was the extent to which they perceived their teachers as being supportive. This aspect of pupils' perceptions of their classroom learning environments has been defined in Chapter 9(2) as signifying 'patient, friendly behaviour on the part of teachers who are at pains to explain their subject matter, and also make their classwork stimulating and interesting'. The second most significant predictor of this aspect of pupils' improved self-concepts in all but junior high schools was pupils' response on the Attitudes to Transfer scale 'Teachers and Teaching at Secondary School'.

In terms of individual predictors specific to school types, the results indicate that improvements in grammar school pupils' academic orientation were positively predicted by their perceptions of class discipline and by their teachers' perseverance ratings, and negatively predicted by their perceptions of class disorder and by their verbal reasoning ability. This latter result is somewhat unexpected, but finds some support in the analysis described in Chapter 4(4) in which pupils of higher measured intelligence were among those who were negatively disposed towards the Selection Procedure.

Improvements in secondary (intermediate) school pupils' academic orient-

Table 11.6.1: *Predictors of pupils' estimations of improvements in their academic orientation in their first year at secondary school*

| | Grammar | | Secondary (intermediate) | | Bilateral | | Junior High | |
|---|---|---|---|---|---|---|---|---|
| | (N=931) | | (N=858) | | (N=485) | | (N=569) | |
| | r | Beta | r | Beta | r | Beta | r | Beta |
| *Perceptions of Learning Environments* | | | | | | | | |
| Teacher Support | .25 | .16 | .37 | .26 | .34 | .22 | .20 | .20 |
| Class Discipline | .07 | .10 | | | | | | |
| Class Disorder | -.21 | -.12 | | | | | | |
| *Attitudes to Transfer* | | | | | | | | |
| Teachers and Teaching at SS | .24 | .15 | .32 | .22 | .36 | .25 | | |
| School Anxiety | | | .19 | .13 | | | | |
| *Transfer Arrangements* | | | | | | | | |
| Pastoral Provision | | | -.11 | -.11 | | | | |
| *Teachers' Assessments* | | | | | | | | |
| Perseverance Ratings | .11 | .09 | | | | | | |
| *Background Characteristics* | | | | | | | | |
| School Reports Discussed | | | | | .24 | .15 | | |
| *Scholastic Aptitude* | | | | | | | | |
| Verbal Reasoning Scores | -.04 | -.13 | | | | | | |
| *RSQ (% Explained Variation)* | 12.49*** | | 20.35*** | | 20.25*** | | 3.94* | |

*: p<0.05; ***: p<0.001

ation were positively predicted by their attitudinal expressions of anxiety about school, and negatively predicted by the extent of pastoral provision (guidance and counselling) made available to them during their first year at secondary school. The analysis described in Chapter 4(5) found that such provision was negatively associated with pupils' overall preferences for secondary as opposed to primary school. The only other characteristics to contribute significantly to the prediction of pupils' academic orientation was the frequency with which they discussed their school reports with their parents. This attribute positively predicted the increased academic orientation of pupils attending bilateral schools.

Table 11.6.2 summarises the characteristics which most significantly predicted pupils' perceptions of improvements in their ability to comply with authority in their first year at secondary school. The percentage variation explained for this criterion was somewhat less than that which resulted from the analysis of pupils' academic orientation. Proportionately, however, the most considerable amount of variation was again explained in the case of pupils attending secondary (intermediate) schools, the smallest percentages being accounted for in regard to pupils attending junior high schools.

As previously, the most consistent predictor of this criterion across school types was pupils' impressions of the supportiveness of their teachers. However, pupils' response on the Lie Scale of the Junior Eysenck Personality Inventory also predicted this ability in all but junior high schools, a result which may indicate that an element of falsification may be inherent in pupils' reported or overt compliance with authority at secondary school.

In terms of predictors specific to school types, the compliance of grammar school pupils was positively predicted by their perceptions of class discipline, but negatively predicted by their verbal reasoning ability and the size of the secondary schools which they attended. The compliance of secondary (intermediate) school pupils, while also negatively predicted by pupils' verbal reasoning ability, was positively predicted by their attitudinal expressions of anxiety about school. As indicated in Section 4, the compliance of junior high school pupils was negatively associated with scaled teachers' estimates of their attainment. However, no characteristic specific to the prediction of compliance with authority in bilateral schools emerged from this analysis.

Table 11.6.3 illustrates the characteristics which most significantly predicted pupils' impressions of improvements in their relationships with their teachers during their first year at secondary school. The percentages of variation explained for this criterion in each of the four types of secondary school

Table 11.6.2: *Predictors of pupils' estimations of improvements in their compliance with authority in their first year at secondary school*

| | Grammar<br>(N=931) | | Secondary (Intermediate)<br>(N=858) | | Bilateral<br>(N=485) | | Junior High<br>(N=569) | |
|---|---|---|---|---|---|---|---|---|
| | r | Beta | r | Beta | r | Beta | r | Beta |
| *Perceptions of Learning Environments* | | | | | | | | |
| Teacher Support | .22 | .19 | .33 | .27 | .31 | .28 | .20 | .17 |
| Class Discipline | .09 | .09 | | | | | | |
| *Personality Characteristics* | | | | | | | | |
| Lie Scale (JEPI) | .19 | .12 | .24 | .14 | .23 | .18 | | |
| *School Demographic Characteristics* | | | | | | | | |
| Size of Secondary School | -.20 | -.14 | | | | | | |
| *Attitudes to Transfer* | | | | | | | | |
| School Anxiety | | | .18 | .11 | | | | |
| *Teachers' Assessments* | | | | | | | | |
| Attainment Ratings (Scaled) | | | | | | | -.20 | -.17 |
| *Scholastic Aptitude* | | | | | | | | |
| Verbal Reasoning Scores | -.11 | -.08 | -.19 | -.14 | | | | |
| *RSQ (% Explained Variation)* | 10.82*** | | 17.09*** | | 12.63*** | | 6.78** | |

**: p<0.01; ***: p<0.001;

Table 11.6.3: *Predictors of pupils' estimations of improvements in their relationships with their teachers in their first year at secondary school*

| | Grammar<br>(N=931) | | Secondary<br>(Intermediate)<br>(N=858) | | Bilateral<br>(N=485) | | Junior High<br>(N=569) | |
|---|---|---|---|---|---|---|---|---|
| | r | Beta | r | Beta | r | Beta | r | Beta |
| *Perceptions of Learning Environments* | | | | | | | | |
| Teacher Support | .38 | .27 | .47 | .36 | .43 | .34 | .32 | .28 |
| *School Demographic Characteristics* | | | | | | | | |
| Size of Secondary School | -.18 | -.12 | | | | | | |
| *Attitudes to Transfer* | | | | | | | | |
| Secondary-Primary Preference | .28 | .15 | | | | | | |
| Teachers and Teaching at SS | .31 | .12 | .35 | .23 | .37 | .24 | | |
| Work at SS versus PS | | | | | | | .21 | .14 |
| *Transfer Arrangements* | | | | | | | | |
| Membership of Societies | .08 | .08 | | | | | | |
| *Background Characteristics* | | | | | | | | |
| Mothers' Reading (Books) | | | | | | | .16 | .13 |
| *Scholastic Aptitude* | | | | | | | | |
| Verbal Reasoning Scores | | | -.12 | -.14 | | | | |
| *RSQ (% Explained Variation)* | 20.77*** | | 26.70*** | | 23.34*** | | 13.94*** | |

***: $p<0.001$;

were the most extensive of any of the nine aspects of pupils' self-concepts considered in the analysis. The most considerable amount was explained in regard to pupils attending secondary (intermediate) schools, the smallest amount being accounted for in the case of those enrolled at junior high schools.

The patterns of prediction for this criterion are similar to those previously noted in connection with pupils' academic orientation, and indicate that improvements in pupils' relationships with their teachers were highly significantly predicted in all types of secondary school by the perceived supportiveness of such teachers, and in all but junior high schools by their responses on the Attitudes to Transfer scale 'Teachers and Teaching at Secondary School'.

Thereafter, grammar school pupils' improved relationships with their teachers were positively predicted by pupils' attitudinal preferences for secondary as opposed to primary school and by their membership of societies within such schools, but negatively predicted by attendance at large secondary schools. Junior high school pupils' estimates of their relationships with their teachers were best predicted by their attitudinal preferences for work at secondary as opposed to primary school, and also by the frequency with which their mothers read books. However, higher verbal reasoning ability among pupils attending secondary (intermediate) schools was negatively predictive of their improved capacity for having good relationships with their teachers.

These three analyses of the aspects of pupils' improved self-concepts which were deemed to be of most apparent relevance to their academic adjustment to secondary school have therefore consistently indicated that pupils' perceptions of supportive relationships with their teachers were of paramount importance in determining their academic self-images in their first year at secondary school. The predictors of improvements in pupils' academic orientation in their relationships with teachers were largely similar in character, though pastoral provision in the first year was negatively associated with the academic orientation of secondary (intermediate) school pupils, whereas membership of clubs and societies positively predicted grammar school pupils' estimations of their relationships with their teachers. However, among the more striking results to emerge from this analysis was that which indicated that pupils' compliance with authority, while positively predicted by pupils' perceptions of their classes as being over-disciplined and by their general anxiety about school, was also positively predicted by pupils' response on the Lie Scale of the Junior Eysenck Personality Inventory. This finding was interpreted as signifying that pupils' perceived compliance with authority may involve a degree of anxiety and dissimulation which may be at variance with their psychological adaptation to secondary school.

## 11.7 PUPILS' ESTIMATES OF THEIR SENSITIVITY TO PROBLEMS, INDIVIDUALISM, SELF-POSSESSION AND PROWESS AT GAMES

This final section of the analysis describes those characteristics, whether pupil or school-based, which most significantly predicted pupils' estimations of their improved capacity on the four dimensions of the self-concept most ostensibly related to their personal or temperamental dispositions, namely Sensitivity to Problems, Individualism, Self-Possession and Prowess at Games.

Sensitivity to Problems has been defined as reflecting 'a pupil's sense of awareness of problems in the world around him, whether personal or intellectual'. The analysis described in Section 4 indicated that pupils' assessment of this aspect of their self-concepts, while positively associated with teachers' assessments of their perseverence in all but junior high schools, was negatively associated with teachers' estimates of their attainment in all but grammar schools.

Table 11.7.1 summarises the patterns of prediction within each of the four types of secondary school which contributed most significantly to explained variation on this criterion. The percentages of variation thus accounted for were relatively uneven, being most considerable in the case of pupils attending secondary (intermediate) schools and least significant in respect of pupils attending junior high schools.

As previously, the extent to which pupils perceived their teachers as being supportive was the most significant predictor of pupils' improved sensitivity to problems. Thereafter, however, the patterns of prediction varied considerably between school types.

The characteristics which positively predicted the increased sensitivity of pupils in grammar schools were attendance at rural secondary schools and membership of school societies, whereas the material adequacy of pupils' homes negatively predicted this capacity. The increased sensitivity of pupils attending secondary (intermediate) schools, on the other hand, was positively predicted by their over-rejected status for work, the frequency with which their parents visited their schools, and the frequency with which they themselves visited their local libraries. It may be that sensitivity to problems among secondary (intermediate) school pupils reflects a degree of anxiety concerning their academic progress at school, a supposition which gains support from the fact that higher verbal reasoning ability was also negatively predictive of pupils' sensitivity in these schools.

Table 11.7.1: *Predictors of improvements in pupils' sensitivity to problems in their first year at secondary school.*

|  | Grammar<br>(N=931) |  | Secondary (Intermediate)<br>(N=858) |  | Bilateral<br>(N=485) |  | Junior High<br>(N=569) |  |
|---|---|---|---|---|---|---|---|---|
|  | r | Beta | r | Beta | r | Beta | r | Beta |
| *Perceptions of Learning Environments* |  |  |  |  |  |  |  |  |
| Teacher Support | .22 | .19 | .30 | .24 | .27 | .26 | .15 | .15 |
| *School Demographic Characteristics* |  |  |  |  |  |  |  |  |
| Coeducational Secondary Schools |  |  |  |  | -.21 | -.24 |  |  |
| Rural Secondary Schools | .18 | .14 |  |  |  |  |  |  |
| Size of Secondary Schools |  |  | -.16 | -.14 |  |  |  |  |
| *Transfer Arrangements* |  |  |  |  |  |  |  |  |
| Social Provision |  |  |  |  | -.13 | -.16 |  |  |
| Membership of Societies | .06 | .09 |  |  |  |  |  |  |
| *Sociometric Status* |  |  |  |  |  |  |  |  |
| Over-rejected for Work |  |  | .11 | .11 |  |  |  |  |
| *Background Characteristics* |  |  |  |  |  |  |  |  |
| Material Provision in Home | -.11 | -.11 |  |  |  |  |  |  |
| School visits by Parents |  |  | .13 | .11 |  |  |  |  |
| Library visits by Pupils |  |  | .12 | .11 |  |  |  |  |
| *Scholastic Aptitude* |  |  |  |  |  |  |  |  |
| Verbal Reasoning Scores |  |  | -.16 | -.15 |  |  |  |  |
| *RSQ (% Explained Variation)* | 8.56*** |  | 15.86*** |  | 14.02*** |  | 2.40* |  |

*: p<0.05 ***: p<0.001

Attendance at large secondary schools negatively predicted the increased sensitivity of pupils attending secondary (intermediate) schools, whereas attendance at coeducational secondary schools negatively predicted the sensitivity of pupils attending bilateral schools, as did the extent of the social provision made available to them in the first year at secondary school. With the exception of their perceptions of the supportiveness of their teachers, the predictors of junior high school pupils' sensitivity to problems were not statistically significant.

The results of this analysis are therefore somewhat ambiguous, in that pupils' increased sensitivity to problems, while defined in terms of their developing sense of social and intellectual awareness, also appears to reflect their increased anxiety about school. The findings should therefore be interpreted with caution.

Individualism, the second aspect of pupils' self-concepts to be considered in this section, has been defined in terms of pupils improved ability 'to speak their minds, live their own lives, and not make excuses'. The results of the analysis described in Section 4 have indicated that while this aspect of pupils' self-concepts was positively associated with teachers' assessments in grammar, and to a lesser extent bilateral schools, pupils' individualism was negatively associated with such assessments in junior high and secondary (intermediate) schools.

Table 11.7.2 summarises the characteristics which most significantly predicted pupils' increased sense of individualism in the four types of secondary school surveyed. The percentages of variation explained for this criterion were the least significant of any of the nine aspects of pupils' improved self-concepts considered in the analysis, and were again least statistically significant in the case of pupils attending junior high schools.

Teacher supportiveness, as previously, positively predicted pupils' enhanced sense of individualism in all but secondary (intermediate) schools. The increased individualism of grammar school pupils was also predicted by their attitudinal preferences for secondary as opposed to primary school, and negatively associated with those who were alienated in their attitudes towards education.

The individualism of secondary (intermediate) school pupils was positively predicted by the extent of the social provision made available to them during their first year at secondary school. Bilateral school pupils' sense of individualism was enhanced by their attitudinal expressions of familiarity with their new schools prior to transition. The only significant predictor of

Table 11.7.2: *Predictors of improvements in pupils' individualism in their first year at secondary school.*

| | Grammar (N=931) | | Secondary (Intermediate) (N=858) | | Bilateral (N=485) | | Junior High (N=569) | |
|---|---|---|---|---|---|---|---|---|
| | r | Beta | r | Beta | r | Beta | r | Beta |
| *Perceptions of Learning Environments* | | | | | | | | |
| Teacher Support | .13 | .09 | | | .26 | .22 | .15 | .15 |
| *School Demographic Characteristics* | | | | | | | | |
| Catholic Secondary Schools | | | -.03 | .19 | | | | |
| *Transfer Arrangements* | | | | | | | | |
| Social Provision | | | .15 | .29 | | | | |
| *Attitudes to Transfer* | | | | | | | | |
| Familiarity with the New School | | | | | .23 | .18 | | |
| Secondary-Primary Preference | .15 | .11 | | | | | | |
| Educational Alienation | -.15 | -.11 | | | | | | |
| *RSQ (% Explained Variation)* | 4.52** | | 3.74* | | 9.98*** | | 2.28 | |

*: p<0.05; **: p<0.01; ***: p<0.001

individualism in junior high schools was pupils' perceptions of the supportiveness of their teachers.

The third aspect of pupils' improved self-concepts to be considered in this section is pupils' Self-Possession. This attribute has been defined as signifying 'a sense of equanimity and resourcefulness, both personal and physical' and as indicating improvements in a pupils' perceptions of his 'ability to manipulate his environment to his own needs'.

Table 11.7.3 summarises the characteristics which most significantly predicted pupils' improved sense of self-possession in the four types of secondary school surveyed. The percentages of variation explained for this criterion were moderate, and were least significant in the case of pupils attending bilateral schools.

While the self-possession of grammar school pupils was positively predicted by their familiarity with their new schools prior to transition, by their attendance at rural secondary schools and by their enrolment in small classes, this attribute was negatively associated with those who regarded their classmates as being disaffected. However, grammar school pupils' self-possession was also positively, though not very significantly, predicted by alienated attitudes towards education, a result which may imply that increased autonomy on the part of such pupils may in part be symptomatic of an increased aversion to school in general.

The perceived supportivencss of teachers positively predicted pupils' self-possession in secondary (intermediate), bilateral and junior high schools, and pupils' extraverted personality characteristics significantly predicted their self-possession in both secondary (intermediate) and junior high schools. However, higher verbal reasoning ability negatively predicted the improved self-possession of pupils attending junior high schools, a result which may again imply that expressions of increased self-efficiency may not always coincide with scholastic aptitude in certain types of secondary school.

The fourth and final aspect of pupils' improved self-concepts considered in this section is pupils' Prowess at Games, a dimension which has been defined as 'reflecting a pupil's satisfaction with his improved ability at games and recreational interests in general'. The analysis described in Section 4 has indicated that pupils' prowess at games was negatively associated with teachers' assessments of their attainment and perseverance in all but grammar schools.

Table 11.7.4 illustrates the characteristics which were most predictive of improvements in pupils' prowess at games in the four types of secondary

Table 11.7.3: *Predictors of improvements in pupils' self-possession in their first year at secondary school*

| | Grammar (N=931) | | Secondary (Intermediate) (N=858) | | Bilateral (N=485) | | Junior High (N=569) | |
|---|---|---|---|---|---|---|---|---|
| | r | Beta | r | Beta | r | Beta | r | Beta |
| *Perceptions of Learning Environments* | | | | | | | | |
| Teacher Support | | | .26 | .26 | .19 | .19 | .21 | .19 |
| Peer Disaffection | -.17 | -.15 | | | | | | |
| *Personality Characteristics* | | | | | | | | |
| Extraversion (JEPI) | | | .11 | .11 | | | .11 | .14 |
| *School Demographic Characteristics* | | | | | | | | |
| Rural Secondary Schools | .15 | .13 | | | | | | |
| Small Classes | .10 | .12 | | | | | | |
| *Attitudes to Transfer* | | | | | | | | |
| Familiarity with the New School | .16 | .13 | | | | | | |
| Educational Alienation | .02 | .09 | | | | | | |
| *Scholastic Aptitude* | | | | | | | | |
| Verbal Reasoning Scores | | | | | | | -.20 | -.19 |
| *RSQ* (*% Explained Variation*) | 8.06*** | | 8.01*** | | 3.63* | | 9.30*** | |

*: $p<0.05$; ***: $p<0.001$

Table 11.7.4: *Predictors of improvements in pupils' prowess at games in their first year at secondary school*

| | Grammar (N=931) | | Secondary (Intermediate) (N=858) | | Bilateral (N=485) | | Junior High (N=569) | |
|---|---|---|---|---|---|---|---|---|
| | r | Beta | r | Beta | r | Beta | r | Beta |
| *Perceptions of Learning Environments* | | | | | | | | |
| Teacher Support | .12 | .11 | .15 | .14 | | | | |
| *Personality Characteristics* | | | | | | | | |
| Extraversion (JEPI) | | | .18 | .17 | | | .17 | .21 |
| *Transfer Arrangements* | | | | | | | | |
| Pastoral Provision | .07 | .12 | | | | | | |
| Membership of Teams | .16 | .17 | .15 | .11 | .16 | .15 | | |
| *Attitudes to Transfer* | | | | | | | | |
| Familiarity with the New School | | | | | .18 | .17 | | |
| School Anxiety | | | | | | | .10 | .12 |
| Secondary-Primary Preference | .15 | .15 | | | | | | |
| *Teacher Assessments* | | | | | | | | |
| Attainment (Scaled) | | | | | | | -.17 | -.18 |
| *Scholastic Aptitude* | | | | | | | | |
| Verbal Reasoning Scores | | | -.10 | -.11 | | | | |
| *RSQ (% Explained Variation)* | 7.08*** | | 7.90*** | | 5.60** | | 7.75*** | |

**: p<0.01; ***: p<0.001

school surveyed. The percentages of variation accounted for by the characteristics contributing to the explanation of this criterion were again moderate, being least extensive in the case of pupils attending bilateral schools. Grammar school pupils' proficiency at games was positively predicted by the perceived supportiveness of their teachers, and also by their membership of teams, the extent of pastoral provision in their first year at secondary school, and their attitudinal preference for secondary as opposed to primary school. Secondary (intermediate) school pupils' prowess at games was positively predicted by the supportiveness of their teachers and by their membership of teams, but was also positively predicted by their extraverted personality characteristics and negatively predicted by higher verbal reasoning ability.

The increased proficiency of bilateral school pupils at games was positively predicted by their familiarity with their new schools prior to transition and also by their membership of teams. However, junior high school pupils' estimation of their improvement at games, while positively predicted by their extraverted personality characteristics, was also positively associated with such pupils' expressions of anxiety about school, and was negatively associated with scaled teachers' estimates of their attainment in their first year at secondary school.

In brief, therefore, this analysis of the four aspects of pupils' improved self-concepts which were more apparently related to their personality than to their academic dispositions has indicated that while pupils' estimations of improvements in their sensitivity to problems were positively predicted by teachers who were perceived as being supportive, such increased sensitivity was also associated with the frequency of parental visits to schools and with lower verbal reasoning ability. It was therefore concluded that increased sensitivity to problems may also imply increased anxiety about school, thereby making the interpretation of results somewhat ambiguous.

Pupils' increased sense of individualism was positively predicted by their familiarity with their new schools prior to transition and by the social provision made available during their first year at secondary school, and was negatively associated with expressions of educational alienation. Conversely, pupils' increased sense of self-possession, while positively predicted by pupils' familiarity with their new schools and by first-year social provision, was also positively associated with expressions of educational alienation. It was therefore concluded that increased self-sufficiency may not always accord with favourable adjustment to school.

Pupils' perceptions of improvements in their prowess at games was positively associated with pastoral provision, with membership of school teams, and with extraverted personality characteristics. However, improvement at games in junior high schools was negatively associated with pupil attainment and positively associated with pupils' anxiety about school, a result which may indicate that pupils' prowess at games may be at variance with teachers' assessments of their academic progress in such schools.

## 11.8 SUMMARY

The general purpose of this final chapter in the analysis was to describe the major determinants of reported improvements in nine defined dimensions of pupils' self-concepts in consequence of their first year at secondary school.

The first section of the analysis described the correlations obtained between teachers' end-of-year assessments of pupil attainment, sociability and perseverance and pupils' own estimations of improvements in their self-concepts.

The results indicated that the overall extent of such relationships was slight, except in the case of pupils attending junior high schools, in which the associations between teachers' assessments of pupils' progress and pupils' estimations of their improved self-concepts were consistently and significantly negative. However, the general trend of such relationships also suggested that different qualities in children, particularly their individualism, compliance with authority and prowess at games, were valued differently in the different types of secondary school.

In contrast with their teachers' assessments, pupils in junior high schools considered that they had improved most considerably during their first year at secondary school, whereas pupils attending bilateral and grammar schools considered that they had made the least such improvement.

The second section of the analysis examined the determinants of pupils' improved capacity for social relationships, whether with members of the same or of the opposite sex, during their first year at secondary school.

The results indicated that pupils' perceptions of the supportiveness of their teachers was a significant predictor of their capacity for same-sex friendships in single-sex schools, whereas their perceptions of their classmates as being disaffected were negatively predictive of their capacity for same-sex friendships in coeducational schools. The evidence also suggested that higher socio-economic status was negatively associated with the improved capacity of girls in single-sex schools for same-sex social relationships, whereas perceptions of disorderly classroom behaviour and rejected status for work were positively associated with this capacity in boys attending boys' and coeducational schools.

The analysis of pupils' improved capacity for cross-sex relationships indicated that, as previously, pupils' perceptions of the supportiveness of their teachers was a significant predictor of such relationships in coeducational secondary schools. Pupils' extraverted personality characteristics also predicted improvements in their capacity for cross-sex relationships in all except single-sex girls' schools. As in the case of their same-sex relationships, the capacity for cross-sex relationships of girls attending single-sex schools was negatively associated with higher socio-economic status. Over-rejected status for work again positively predicted the improved capacity for cross-sex relationships of boys attending coeducational schools.

In terms of the associations between pupils' improved capacity for social relationships and their scholastic aptitude and attainment, it is of interest to note that the verbal reasoning ability of boys in single-sex schools was negatively predictive of their improved capacity for both same sex and cross-sex social relationships, whereas the verbal reasoning ability of boys in coeducational schools was positively predictive of their improved capacity for cross-sex relationships. However, the assessed attainment of both boys and girls in coeducational schools was negatively associated with their improved capacity for same sex relationships, and was also negatively associated with the improved capacity for cross-sex relationships of girls attending such schools.

The third section of the analysis consisted of an examination of those characteristics which most significantly predicted pupils' estimations of improvements in those aspects of their self-concepts which were of most relevance to their school careers.

The results in regard to pupils' estimates of improvements in both their academic orientation and in their relationships with their teachers were similar, and again emphasised the importance which pupils attached to the supportiveness of their teachers in their academic adjustment to secondary school.

However, pupils' impressions of improvements in their compliance with authority, while again positively predicted across school types by pupils' perceptions of the supportiveness of their teachers, was also positively associated with grammar school pupils' perceptions of their classes as being over-disciplined, and by secondary (intermediate) school pupils' expressions of anxiety about school. Moreover, compliance with authority was consistently and significantly predicted by pupils' response on the Lie Scale of the Junior Eysenck Personality Inventory, a finding which was interpreted as indicating that such compliance, whether real or perceived, may involve a degree of personal misrepresentation which may not accord with pupils' psychological adjustment to secondary school.

The final section of the analysis described the characteristics which most significantly predicted those aspects of pupils' self-concepts which were of more apparent relevance to pupils' personal or temperamental dispositions.

The results of the analysis of pupils' sensitivity to problems were subject to some interpretative ambiguities, in that this aspect of pupils' self-concepts also appeared to imply a degree of anxiety about school. Pupils' increased sense of individualism was positively predicted in all but secondary (intermediate) schools by the perceived supportiveness of their teachers. In terms of predictors specific to school types, the results indicated that pupils' individualism was positively predicted by bilateral school pupils' familiarity with their new schools, and by the social provision made available to secondary (intermediate) school pupils in their first year at secondary school. Increased individualism was also negatively associated with expressions of alienation among pupils attending grammar schools.

However, pupils' increased sense of self-possession, while positively predicted by pupils' perceptions of the supportiveness of their teachers in all but grammar schools, was also positively predicted by expressions of educational alienation among pupils attending grammar schools. It was therefore inferred that an increased sense of self-sufficiency may in certain instances also imply an element of withdrawal from uncongenial school circumstances, or that increased autonomy may not always occur with favourable adjustment to certain types of secondary school.

Pupils' perceptions of improvements in their prowess at games, while positively predicted by attributes such as their extraverted personality characteristics, their membership of teams, their familiarity with their new schools and the extent of pastoral provision within schools, was also positively predicted by the school anxiety of junior high school pupils, and was negatively associated with scaled teachers' assessments of pupils' attainment in such schools. It was therefore suggested that pupils' proficiency at games may have been regarded by teachers as impeding pupils' academic progress in junior high schools, or that proficiency at games may have been more characteristic of the less able pupils in such schools.

The results of the factor analysis of pupils' improved self-concepts described in Section 2 indicated that pupils' improved academic orientation had accounted for the greatest percentage of explained variation in their responses to individual items on the self-concept scales. However, improvements in pupils' relationships with their teachers was the most significantly predicted of all nine dimensions of the self-concept by characteristics representing pupils' experience of their first year at secondary school. Moreover, pupils' perceptions of the supportiveness of their teachers emerged from the analysis as the single most significant predictor of pupils' improved self-concepts, irrespective of which aspect of the self-concept was being considered or of the types of secondary school in which pupils were enrolled.

The results of this chapter therefore add considerable weight to the recommendation made by the City of Birmingham Report *Continuity in Education: Primary to Secondary* (1975): 'secondary teachers must be made to realise that it is they themselves who matter to the child. A child who is happy in his relationships with his new teacher will be happy in his school. He should be encouraged and praised as much as possible, and be treated with friendliness and firmness'.

# CHAPTER 12: THE FINDINGS IN PERSPECTIVE

## 12.1 INTRODUCTION

This investigation of the transition and adaptation of some 3000 pupils to secondary school has defined the problems which such pupils encountered and the nature of their subsequent adjustment from a number of different perspectives, ranging from their socio-cultural characteristics at transition to their expressed satisfaction with their first year at secondary school. Throughout the study the separate facets of the enquiry, whether biographical, transitional, perceptual, sociometric or self-referent, have been placed in theoretical perspective, and each area of enquiry has its own summary of results.

The purpose of this chapter is to provide a general commentary on those results which are of most relevance to teachers and to schools. Undoubtedly, many of the problems encountered by pupils during transition are socio-cultural in origin, and, in the present instance, are quite clearly a function of perceptible differences in the intakes of the four types of secondary school surveyed. However, since an appropriate conceptual framework for an analysis of schools as agencies of social control and cultural transmission has yet to be developed and since schools, whether selective or otherwise, have limited control over the nature of their pupil intakes, the findings will be treated with reference to the ascribed characteristics and operations of the four types of secondary schools included in the enquiry, namely grammar, secondary (intermediate), bilateral and junior high schools.

The summary review of the findings is therefore presented firstly in terms of the discrepancies in the intellectual and socio-cultural characteristics of pupils entering the four school types, and the implications of such differences for the organisation of secondary education. This is followed by a résumé of pupils' reactions to transition, whether in terms of their narrative accounts of their experiences, or their attitudinal dispositions to selected aspects of transfer. A separate section of the review is devoted to a consideration of the strategies devised by schools to facilitate transfer, and to a discussion of the effectiveness of such strategies in predicting pupils' attitudes to transition.

Standards of accuracy in pupils' written English are considered not only in regard to their implications for pupil attainment, but also with reference to their implications for the successful adjustment to secondary school of pupils from contrasting socio-cultural backgrounds in which different emphases were placed upon the encouragement of literacy. The effects upon pupils of their transition to schools which varied in size, sex, location, religious affiliation and class size are considered separately in the review, because of their implications for the development of future educational structures. Particular attention is also devoted to the findings relating to coeducation and streaming within secondary schools.

Popularity and unpopularity as facets of pupil adaptation are described in terms of the self-concept and socio-cultural characteristics of those pupils accorded various degrees of choice and rejection by their peers. The review concludes with a summary of those characteristics, whether biographical, cognitive, transitional, perceptual, sociometric or demographic, which most effectively predicted both teachers' and pupils' own assessments of their adaptation at the end of their first year at secondary school.

## 12.2 THE BACKGROUND CHARACTERISTICS OF PUPILS ENTERING SECONDARY SCHOOLS

The analysis of the scholastic ability of pupils transferring to secondary education described in Chapter 3(4) indicated that such pupils were located on a gradient of ability representing, in order of decreasing ability, pupils entering grammar, bilateral, secondary (intermediate) and junior high schools. While the aptitude levels of grammar and secondary (intermediate) school pupils were consistent with their characteristics as defined within the prevailing bipartite system of secondary education, the higher ability levels of pupils entering bilateral schools were attributed to the success of these schools in attracting a considerable proportion of qualified pupils, whereas the lower ability levels of non-selective junior high school pupils were interpreted as casting some doubt upon their ascribed status as comprehensive schools.

Of equal significance, however, were the results in Chapter 3(5) which indicated that such differences in intellectual capacity were also accompanied by equivalent differences in the socio-economic, material, literary, cultural, and recreational characteristics of pupils entering the four school types. These findings were further confirmed in Chapter 3(6) in which a consistent relationship was found between the selected status of pupils and the occupational status of their fathers.

Of particular importance to children's adjustment to secondary school were those aspects of their home backgrounds which were most relevant to their progress at school. Whether in terms of the types of education received by other members of their families, the nature of the reading practices encouraged in their homes, the control exercised by their parents over television-viewing and homework or the extent of parents' general interest in matters relating to school, the results repeatedly underlined the conclusion that 'the greater the provision of places for pupils at the upper levels of ability in the different types of secondary school, the greater the incidence of educational and material advantage in the reported characteristics of their pupils'.

Such a conclusion is, of course, subject to the reservation that bilateral schools form an accidental rather than an intentional part of the secondary school system in Northern Ireland, and that junior high schools, while intentionally introduced, are confined to one geographical area of the province only. In this sense, neither type of secondary school may be regarded as 'typical' of the system in general. Nevertheless, these findings equally imply that where deliberate modifications to the system have occurred, as in the case of the junior high schools, the results, if defined in terms of a more equitable representation of intellectual and socio-cultural characteristics among pupils entering such schools, have not been conspicuously successful.

## 12.3 PUPILS' EXPERIENCE OF TRANSITION

The information on this aspect of pupils' initial experience of secondary education was obtained by way of a structured content analysis of pupils' essays on transition, and also in terms of their responses to a set of seven attitude scales specifically devised for the purposes of the enquiry.

The content analysis of pupils' essays described in Chapter 5(4) revealed that less than a quarter of the pupils sampled had felt positively about their new schools prior to going there. However, pupils' comments on their subsequent experience indicated that more than half of those who had expressed initial apprehension were reassured by their subsequent experiences and only a minority was disillusioned.

Of more immediate relevance to pupils' transition to secondary education were the types of information which they had received about their prospective secondary schools prior to going there. Their narrative accounts of transition indicated that they had heard about their schools most often from friends or peers, and noticeably less often from the teachers in their primary schools. Pupils transferring to grammar schools were better informed about their new schools than others, and received their information most frequently from their peers, their relatives or visits to their new schools.

However, prior familiarisation by way of anticipatory visits to their prospective secondary schools was rarely mentioned by pupils attending other types of secondary school, whose main sources of information would appear to have been their peers, siblings or relatives. Moreover, the content of this information, however conveyed, was predominantly negative in character, the scope and variety of the secondary school curriculum being one of the few aspects of their secondary education to be positively presented to pupils prior to transfer.

An analysis of the major areas of concern expressed by pupils in their essays indicated that secondary school regulations and discipline, the organisation of the timetable, the duration of the school day and intervals, the nature of the homework expected and retrospective references to the primary school curriculum ranked foremost among the topics mentioned. Matters of particular concern to pupils attending grammar schools were the unfairness of the Selection Procedure and comparative references to the pace and level of work at primary school. Secondary (intermediate) school pupils frequently referred to their non-selected status, the types of control exercised by their secondary teachers, and the limitations of their choice of schools and subjects. Bilateral school pupils frequently referred to feelings of physical dislocation and disorientation, an aspect of their accounts which may be attributable to the fact that such schools are situated either in metropolitan or in relatively isolated rural areas of the province. Junior high school pupils referred most frequently to the emphases on classifying, testing and streaming in their schools, and to the bullying and initiation ceremonies to which they had been subjected on entering secondary school.

It was further noted in this analysis that pupils in all types of secondary school most frequently evaluated their teachers in terms of their approachability, warmth and manifestations of personal interest. However, while pupils consistently indicated in their essays that they generally viewed their teachers as approachable and efficient, and also approved of the variety of teachers at secondary school, only a minority of pupils approved of the types of control exercised by such teachers, nor were they regarded as being particularly fair.

The analysis described in Chapter 4(4) indicated that pupils' responses to the attitude scales 'Teachers and Teaching at Secondary School' and 'Educational Alienation' most significantly distinguished between those from different socio-economic backgrounds in regard to their opinions concerning their initial experience of secondary school. While grammar school pupils were most favourably disposed towards their teachers and teaching at secondary school, secondary (intermediate) school pupils were most alienated in their attitudes towards their education.

The analysis described in this section further indicated that pupils of lower verbal reasoning ability, those from manual backgrounds, those whose parents, brothers or sisters had not attended grammar schools, those who themselves had not been selected for grammar schools and those who aspired to manual occupations on leaving school were most alienated in their attitudes to education. Alternatively, pupils of higher verbal reasoning ability, those who frequently read books, those who often discussed matters relating to school with their parents and those who aspired to non-manual occupations on leaving school were most favourably disposed towards their teachers and teaching at secondary school.

The relationships described in Chapter 5(5) between pupils' responses to these attitude scales and specific elements within their own, spontaneously written, accounts of transition indicated that positive attitudes towards teachers and teaching at secondary school were most significantly associated with pupils who approved in their essays of the curriculum at primary school, who referred to the fact that they had been selected for grammar school, and who also approved of the Selection Procedure, considering that it 'picked the brightest'. Such pupils had formed positive impressions of their prospective secondary school prior to going there, and reported that they had not been separated from their friends at transition, nor had they been disillusioned by their subsequent experiences of secondary school.

Alternatively, the essays written by those pupils who were alienated in their attitudes towards education referred to the fact that such pupils had not enjoyed their experience of primary school, had not been selected for grammar school, and had experienced anxiety in connection with the Selection Procedure. Such pupils also advanced specific arguments against the Procedure in their essays.

A summary profile of pupils in transition, of their prior knowledge of their secondary schools, of their adaptive and maladaptive characteristics and of their impressions of their initial experience of secondary school has therefore been provided by the evidence, a central feature of which was the extent to which pupils had or had not been alienated by their educational experiences. As the types of schools to which pupils had transferred were located on a clearly defined gradient of intellectual ability, so also were they defined, if in the converse direction, on a gradient of educational alienation. The analysis presented in Chapter 4(4) indicated that grammar and bilateral school pupils expressed the least antipathy towards their secondary education, and secondary (intermediate) and junior high school pupils expressed the most.

## 12.4 SCHOOLS' PROVISION FOR TRANSFER

The analysis of the initiatives undertaken by schools to facilitate transfer, described in Chapter 4(5), indicated that academic and pastoral liaison with their contributory primary schools was a feature reported by most of the schools included in the enquiry; that the use of primary school record cards or profiles, reciprocal visits between schools by primary and secondary teachers, and the holding of open days for prospective pupils and their parents were relatively frequent practices in over half the schools represented; that provision of guidance and counselling during the first year was a feature of a third of the schools sampled, but that curriculum experimentation or integration, subject setting or banding and special provision for slow learners were typical of only a minority of all schools included in the enquiry.

In terms of the types of secondary schools in which such practices occurred, the results indicated that secondary (intermediate) schools were particularly well represented in areas such as liaison between primary and secondary schools, familiarisation strategies for their new intakes, and, to a limited extent, curriculum experimentation in the first form. Grammar schools were best represented in respect of their provision of guidance and counselling for first-form pupils, and least well represented in terms of their liaison with their primary schools. Junior high schools were particularly noteworthy in the extent to which they administered intelligence and attainment tests to their first-form intakes (a fact corroborated by their pupils), and both bilateral and junior high schools appeared to engage least of all in consulting with, or in providing information for, the parents of incoming pupils.

This section of the analysis also provided a summary of the average number of social, cultural and recreational activities made available to pupils in their first year at the different types of secondary school. The extent of such provision displayed a close affinity with the intellectual and socio-cultural characteristics of pupils entering the four school types, grammar schools providing the most considerable number of such activities, followed, in order of diminishing frequency, by bilateral, secondary (intermediate) and junior high schools.

However, when elements of schools' transition programmes and first-year provision were employed to predict pupils' attitudes to transfer, the results indicated that, irrespective of such arrangements, the types of secondary school to which pupils had transferred (and by implication the dispositions of pupils transferring to such schools) were the most powerful determinants of pupils' attitudes to transfer, and that this applied particularly to pupils who were alienated in their attitudes towards education.

With the predictive effects of school type controlled, the analysis further indicated that elements of schools' transition programmes were significantly, if sometimes contradictorily, associated with pupils' attitudes. For example, the extent of primary-secondary liaison, while positively associated with favourable pupil attitudes towards the Selection Procedure and towards their new secondary schools, was negatively associated with pupils' sense of adaptive familiarity with their new schools; curriculum experimentation in the first form was negatively associated with favourable attitudes towards teachers, teaching and work at secondary school, and was also predictive of educational alienation; pastoral provision, while positively associated with favourable pupil attitudes towards teachers, teaching and work at secondary school, was negatively associated with pupils' general preference for secondary as opposed to primary school.

One possible interpretation of these results may be as follows: despite the statistical controls upon the effects of school type, the results obtained for such transition initiatives may simply have reflected the types of school in which the need for such initiatives was most strongly realised, and the types of pupils for which such initiatives were intended. Thus curriculum experimentation, most commonly practised in secondary (intermediate) schools, may have been most strongly associated in the analysis with pupils who were already alienated in their attitudes towards education, without necessarily having contributed to such alienation.

However, an alternative interpretation, to which the results also lend some credence, is the possibility that such initiatives may sometimes have acted in ways contrary to those intended, by instituting self-fulfilling prophecies for the less able pupils, or by emphasising certain pupils' sense of separateness in their first year at secondary school.

## 12.5 STANDARDS OF ACCURACY IN THE WRITTEN ENGLISH OF PUPILS ENTERING SECONDARY EDUCATION

In addition to reflecting the socio-cultural environment of the home, pupils' use of language is commonly regarded as being an important determinant of both their academic and their soical adjustment to secondary school. A detailed analysis of standards of accuracy in pupils' written English, and also of their use of language, was therefore included in the enquiry as a precursor to the sections dealing more specifically with aspects of the demographic, social and academic environments of secondary schools.

The results of this analysis, as described in Chapter 6, indicated that the types of error which occurred in the written English of Northern Ireland first year secondary school pupils were surprisingly similar to the types of error which Bennett (1976) reported for English upper primary school pupils. Errors attributable to punctuation (misuse or omission of commas or full stops, no capital letters) were found in comparable degree in both enquiries, as were errors attributable to false analogy (until:*untill;* receive:*recieve*), though this last type of error occurred infrequently in both samples. Errors attributable to phonetic misspelling (our:*are*:*or*) were found less frequently in the

Northern Ireland sample, though errors attributable to carelessness were somewhat higher than in the English sample. However, this latter finding was attributed to the relatively frequent occurrence of misspelling due to dialect (door:*dour*) in the present sample.

However, the analysis of the average number of errors per pupil which occurred in the written English of both samples indicated that Northern Ireland first year secondary school pupils committed fewer inaccuracies in three of the four error categories than their English upper primary school counterparts. These results were interpreted as indicating that children tend to make the same types of error, but commit fewer errors within each of these types, as they progress from primary to secondary school.

The analysis of the number of errors which occurred in the essays of pupils who transferred to the different types of secondary school described in Chapter 6(8) showed that these were consistent with the distribution of the verbal reasoning ability and socio-cultural characteristics of pupils entering the different types of secondary school, as illustrated in Chapter 3. The differences obtained were highly significant, and indicated that in terms of both the total number of errors and the specific types of error observed, grammar school pupils committed the fewest, followed in order of increasing frequency by pupils attending bilateral and (interchangeably) secondary (intermediate) and junior high schools. In keeping with the evidence reported elsewhere, the analyses described in Chapter 6 also indicated that accuracy in written English was more typical of girls than of boys, and was also most characteristic of those from non-manual backgrounds, those of higher verbal reasoning ability and those from families of two or fewer children.

Of particular interest, also, were the analyses which related levels of accuracy in children's writing to the ways in which literacy was encouraged in their homes. Here the results unequivocally indicated that the frequency with which parents themselves read books, bought books for their children and made special provision in the home for children's books was consistently associated with the observed competence of their children in written English.

Pupils' own reading practices and preferences were also associated with their linguistic proficiency. Those who frequently visited their local libraries made consistently fewer errors in their written English than did those who visited their local libraries only occasionally or not at all. In terms of their explicit preferences for different types of reading materials, the results indicated that pupils who preferred newspapers made the greatest number of errors in their written English, followed in order of diminishing frequency by those who expressed a preference for comics, magazines and books. These results were fully supported by a separate analysis of the frequency with which pupils read books. Here the tendency for errors to decrease with the reported frequency of book-reading was absolute and highly significant in the case of each of the four error categories, and also for the total number of errors observed.

The results of the analysis of pupils' use of language indicated that girls, those from non-manual backgrounds and those attending grammar schools tended to employ a greater number of adjectives of quality and adverbs of description in their written English, whereas boys, those of lower verbal reasoning ability and those attending junior high schools used more adjectives of number in their essays. In common with Bernstein's (1962) findings, the results also indicate a progressive, if somewhat irregular, decrease in the variety of adjectives employed by pupils from Social Class 1 to V. Adjectives of quality tended to be more characteristic of pupils from non-manual backgrounds, whereas adjectives of possession were more typical of pupils from manual backgrounds.

## 12.6 THE DEMOGRAPHIC CHARACTERISTICS OF SECONDARY SCHOOLS

Since school characteristics quite apart from their 'type' (as officially designated) may influence pupil adjustment, and since the evidence relating to the effects of such characteristics is slight, this section summarises the findings from the different sections of the enquiry concerning the relationships between such demographic characteristics as school size, sex, location, religious affiliation and class size upon pupil adaptation to secondary school.

The content analysis of pupils' essays previously described in Chapter 5(4) indicated that those pupils attending bilateral schools, usually located in metropolitan or relatively isolated rural areas, referred most frequently to the physical organisation of their schools and to their feelings of disorientation. Of the four types of secondary school represented in the enquiry, pupils attending grammar and bilateral schools were most critical of the distances which they had to travel to school, disapproved most strongly of the physical organisation of their school buildings, and not infrequently admitted to a sense of disorientation. However, with the exception of those attending junior high schools, pupils' comments on the facilities and equipment provided at secondary school were generally favourable.

The analysis of pupils' friendship choices described in Chapter 7(4) found that pupils enrolled in small classes, small schools and coeducational schools expressed fewest choices from the options available to them, whether for pupils within or outside their own classes. The analysis reported in Chapter 7(7) further indicated that, though the differences obtained were sometimes marginal, pupils attending large, metropolitan, coeducational and Protestant schools were most disposed to both choose and reject their fellows in regard to their acceptability for work and play alike, whereas pupils attending small, rural, single sex and Catholic schools were more inclined to discriminate between work and play in both choosing and rejecting their fellows.

The analysis of pupils' perceptions of their secondary school learning environments reported in Chapter 9(4) indicated that pupils attending small secondary schools regarded their classes as being less disorderly, their peers as being less disaffected and their teachers as being more supportive than did pupils attending large secondary schools. Alternatively, pupils attending large secondary schools did not consider their learning environments to be unduly disciplined and regarded their classes as being motivating, but also considered their peers to be most disaffected.

Pupils enrolled in schools located in the metropolitan areas of Belfast and Londonderry perceived their classroom environments to be most disorderly, and their fellows to be most disaffected. Alternatively, pupils attending urban schools did not consider their learning environments to be unduly disciplined, and regarded their classrooms as being quite motivating. Those attending rural schools were most favourably impressed by the supportiveness of their teachers.

In terms of the size of the classes in which they were enrolled, pupils in small classes, while considering their teachers to be most supportive, also regarded their classes as being most rule-bound and disciplined. Alternatively, pupils in large classes considered their learning environments to be least rule-bound, least disorderly and most motivating, and perceived their peers to be less disaffected than did pupils in either medium or small classes. Pupils attending Catholic schools perceived their learning environments to be more motivating and their peers to be less disaffected than did pupils attending Protestant schools.

The analysis of the relationships between teachers' end-of-year assessments and schools' demographic characteristics reported in Chapter 10(4) indicated that pupils' attendance at large secondary schools was positively and significantly associated with their assessed attainment at secondary school, whereas their attendance at rural secondary schools was not. But more significantly, pupils' membership of large classes was also positively correlated with teachers' assessments of their attainment, whereas their membership of both small and medium sized classes was not.

However, in the analysis of perceived improvements in pupils' self-concepts presented in Chapter 11(6), attendance at large schools negatively predicted grammar school pupils' perceptions of improvements in both their compliance with authority and their relationships with their teachers, whereas their attendance at rural schools and their enrolment in small classes positively predicted improvements in their sense of self-possession.

Many of these demographic characteristics are neither independent of each other nor of school type, as offically designated. Nevertheless, insofar as consistent trends were apparent, a summary profile of the evidence relating to school and class size might tentatively be presented as follows: transition to small schools and rural schools, while providing an orderly and supportive environment for pupils and promoting their sense of self-sufficiency, limits their social reference groups and may not always be conducive to their academic attainment; transition to large schools, on the other hand, provides a more academically motivating if less disciplined environment for pupils, and may be conducive to their academic attainment. However, attendance at large schools may not always enhance pupils' relationships with their teachers and their peers, nor may it invariably encourage their compliance with authority.

Enrolment in small classes, while providing a supportive and disciplined environment for pupils and promoting their sense of self-sufficiency may also limit their social reference groups and may be negatively associated with their attainment, whereas enrolment in large classes, while less disciplined and orderly, may provide a more motivating environment for pupils and, as in the case of their attendance at large schools, may be positively associated with their attainment.

Of the seven demographic characteristics of schools considered in Chapter 9(4), school type, size, location and class size distinguished most significantly between pupils' perceptions of their academic learning environments at secondary school, whereas school sex, religion and streaming policy distinguished least effectively between such perceptions.

## 12.7 COEDUCATION AND SECONDARY EDUCATION

Coleman (1961), in his study *The Adolescent Society*, puts in question the notion that coeducation is necessarily beneficial for either the academic or the social development of children. This section examines the evidence obtained in the present enquiry, whether in terms of the friendship choices, academic perceptions or developing self-images of pupils who transferred to single sex and coeducational secondary schools.

The analysis described in Chapter 7(4) indicated that pupils attending coeducational schools made fewer friendship choices, particularly for work, than did pupils in single sex schools. The findings described in Chapter 7(7) further suggested that where such choices were expressed, coeducational school pupils tended to select or reject their companions on grounds of both work and play indiscriminately, and were more inclined than their peers in single sex schools to select on one criterion those whom they had previously rejected on another. The analysis of differences in pupils' perceptions of their academic learning environments illustrated in Chapter 9(4) indicated that pupils attending coeducational secondary schools viewed their classrooms as being significantly less disciplined than did those attending single sex schools, who in turn perceived their teachers as being more supportive, and their learning environments as being more motivating.

However, some of the most interesting findings to emerge from this aspect of the enquiry were those which resulted from the comparative analysis, in Chapter 7(5), of the open cross-sex choices of girls and boys, both independently and in terms of their attendance at single sex and coeducational secondary schools. Here it was found that, irrespective of sex of school, a considerably greater number of girls assigned open cross-sex choices than did boys. Moreover, while boys were more prepared to choose girls as their companions for work, girls were noticeably more disposed to choose boys as their companions for play.

The discriminating effects of sex of school on pupils' cross-sex choice nominations were also strongly evident in this analysis. An appreciably greater number of pupils attending separate boys' and girls' secondary schools nominated open cross-sex choices than the evidence relating to their choices by sex alone had indicated, and again this trend was particularly apparent in the case of girls.

However, pupils attending coeducational secondary schools were the least disposed of any group represented in the analysis to nominate pupils of the opposite sex for work or play, and this tendency was most apparent in relation to the choices made by such pupils within their own classes. It was therefore concluded that 'constraints may apply to pupils' cross-sex choices within coeducational schools which do not apply to pupils elsewhere'.

The analyses described in Chapter 11(5) examined the determinants of reported improvements in pupils' facility for same-sex and opposite sex friendships in single sex and coeducational secondary schools. The results of that aspect of the analysis which referred to the cross-sex choices of pupils attending coeducational schools indicated that pupils' perceptions of the supportiveness of their teachers (an attribute not particularly characteristic of coeducational school pupils) was a significant and consistent predictor of reported improvements in such pupils' facility for cross-sex relationships in their first year at secondary school, as also were their extraverted personality characteristics. For girls in coeducational schools, however, improved ability in cross-sex relationships was negatively associated with teachers' estimates of their attainment, whereas for boys such capacity was positively associated with their over-rejected status for work, if also with higher verbal reasoning ability.

In a study of the personality characteristics of 75 student teachers in Northern Ireland, Spelman (1975) found that those who had attended single-sex secondary schools were significantly more reflective, altruistic and socially perceptive than were those who had attended coeducational secondary schools. It may be that cultural factors particular to the Northern Ireland school system are operating to produce such differences. Catholic schools, for example, are traditionally single sex.

It would appear, nonetheless, that enrolment at a single sex or a coeducational secondary school is not merely a fortuitous occurrence in pupils' school careers, but may have inferences for their social, sexual, motivational and academic development which have yet to be fully explored.

## 12.8 STREAMING IN SECONDARY SCHOOL

The debate on the most appropriate forms of ability grouping to be adopted by schools has a long (and inconclusive) lineage in the annals of educational research. In the present enquiry, the practices of streaming and mixed-ability grouping were considered, not with regard to their respective advantages for a pupil's academic attainment, but in respect of their implications for the social and psychological adjustment of pupils to secondary school.

The analysis of pupils' perceptions of their classroom learning environments described in Chapter 9(4) indicated that pupils who were enrolled in non-streamed classes considered their teachers to be significantly more supportive, whereas pupils in streamed schools perceived their classes as being significantly more disciplined. However, the particular focus of the study of ability grouping in the present enquiry consisted of a comparative analysis of the friendship choices, personality traits, self-concepts and background characteristics of pupils in the upper, middle and lower streams of a subsample of ten three-stream secondary schools.

The analysis of the ways in which pupils in these three streams distributed their friendship choices for work and play, as illustrated in Chapter 7(6), indicated that pupils' consciousness of their class position within streams was reflected in their choice distributions. Those in the upper streams made the greatest number of identical choices of pupils for work and play alike, selected more friends from the same ability groups and allocated more of their open choices to pupils in other grammar schools. Pupils in the middle streams availed of the least number of open-choice options for either work or play, nominated the least number of pupils from within their own classes, and allocated more of their open choices to pupils in secondary (intermediate) schools. Pupils in the lower streams confined their open choices to their own classes and ability groups, made the least number of play rejections and also the least number of work choices within these classes, and were most disposed to select for play pupils whom they would reject for work.

The background characteristics of pupils in the different streams were analysed in Chapter 9(5). The results might largely be interpreted as reflecting, in microcosm, the differences between the four school types described in Chapter 3(5). Upper stream pupils tended to come from more advantaged socioeconomic backgrounds in which a high level of literacy was both practised and encouraged, in which pupils' access to television was supervised, in which pupils aspired to non-manual occupations on leaving school, and in which parents frequently displayed an interest in pupils' schools. The reverse held true for pupils in the lower streams.

The analysis of differences in the environmental perceptions, personality characteristics and academic motivation of pupils in the upper, middle and lower streams, as also described in Chapter 9(5), indicated that pupils in the upper streams viewed their learning environments as being significantly more motivating and less disorderly than did those in other streams, and were also significantly less inclined to regard their peers as being disaffected. Alternatively, pupils in the lower streams regarded their classes as being least motivating and most disorderly, and perceived their peers to be most disaffected. Pupils in the middle streams occupied a consistently intermediate position except in regard to their perceptions of class discipline. Here middle stream pupils indicated that they perceived their learning environments to be most rulebound and disciplined. However, it was also noted that lower stream pupils regarded their teachers as being more supportive than did pupils in any other stream.

The analysis of pupils' personality characteristics included in Chapter 9(5) indicated that upper stream pupils were significantly more extraverted, less given to neuroticism, less inconsistent in their responses and more highly motivated towards academic work than were pupils in the lower streams, to whom precisely the reverse results applied.

The analysis of pupils' self-concepts also described in Chapter 9(5) indicated that upper stream pupils were significantly superior to their fellows in other streams in their estimation of their capacity for learning things quickly, liking and obeying teachers, being liked by teachers, being attentive in class and not making excuses. They also considered themselves to have better manners and as being more adept at getting their classmates to like them than did pupils in other streams. Middle stream pupils, on the other hand, regarded themselves as being better at working hard, persevering, and being neat and tidy. They also considered themselves to be better at keeping up with their classes, remembering what they had learned and being good at games than others.

However, the self-concepts of lower stream pupils were significantly lower than their peers on virtually all of the attributes specified, the differences being most noticeable in regard to the attributes 'being clever' and 'getting others to like me'. Moreover, on the two attributes relating to the personal autonomy of pupils, 'being able to live my own life' and 'being able to speak my mind', a clear, downward progression was apparent, those in the upper streams expressing the greatest autonomy, those in the lowest streams expressing the least.

The analyses described in Chapter 9(6) examined the environmental perceptions and self-concepts of pupils within each of the three streams, separately, relative to whether they were defined as over-rejected, under-rejected or regarded as unexceptional by their peers.

The results in respect of pupils in the lower stream implied that such pupils strongly repudiated conventional educational and social values. Pupils in this stream who considered their learning environments to be motivating, or who regarded themselves as being competent in a variety of educational and interpersonal skills were either defined as over-rejected or were regarded as unexceptional by their peers.

In sum, therefore, whether in terms of their background characteristics, their friendship choices, their personality characteristics, their self-concepts or their environmental perceptions, the results of this enquiry clearly indicated that pupils were consistently and significantly distinguished by the streamed position of the classes in which they were enrolled in their first year at secondary school, and also by their consciousness of their class position within such streams. But perhaps of even greater significance was the suggestion that the educational and social values reflected in the self-concepts of popular lower stream pupils were consistently at variance with those customarily regarded as being essential to adjustment and progress at secondary school.

## 12.9 POPULARITY AT SECONDARY SCHOOL

How children perceive themselves and how they are perceived by others are commonly regarded as being fundamental to both their psychological well-being and their successful adjustment to school systems.

In the present enquiry, pupils' sociometric status was defined separately in terms of the extent to which they were chosen for work and play by their peers, and also the extent to which they were rejected on these criteria. An important consequence of this aspect of the study was the finding, illustrated in Chapter 8(4), that choices and rejections, when allocated by pupils under the conditions prescribed in the present enquiry, are independent forms of social behaviour, and may not be regarded as extreme ends of the same continuum. While status for work and status for play were positively related in the area of choice they were much more strongly related in the area of rejection. Furthermore, these relationships were all remarkably consistent across the four types of school.

The analysis of the self-concepts of pupils in various categories of choice and rejection illustrated in Chapter 8(5) indicated that those pupils who were overchosen for work and play alike by their peers shared the following characteristics: they regarded themselves as being better at making new friends, easier to like, better liked by others, better at games and better able to talk to teachers than others in their classes.

Pupils who were underchosen for work and play alike by their fellows considered that they were significantly more disposed to obey their parents than others. Those who were specifically underchosen for work additionally regarded themselves as being physically bigger than others and as being better at planning their homework, whereas those who were specifically underchosen for play saw themselves as being significantly more disposed to both like and obey their teachers and to read in their spare time than others in their classes.

Analysis of the rejected status of pupils indicated that those who were under-rejected by their classmates for both work and play alike shared the following self-perceptions: they regarded themselves as being significantly more clever than their fellows, and as being more adept at learning things quickly, keeping up with the class, working hard, being attentive in class, obeying their teachers, keeping their tempers and generally enjoying school more than others in their classes.

Pupils who were over-rejected for work and play alike by their peers had in common the impression that they were physically bigger than others. Those who were specifically over-rejected for work were additionally of the opinion that they were significantly more disposed to speak their minds and make friends with boys than others, whereas those who were over-rejected for play saw themselves as being more disposed to live their own lives and as being more inclined to help others than their classmates.

Among the more notable findings from this section were those which suggested that obedience to teachers and parents was an index of unpopularity in pupils' choices, but not their rejections; that proficiency at games was associated with popular status for work and play, whereas greater physical size was not; that self-concepts relating to helping others or having good manners were commonly held by pupils who were regarded as being unexceptional or unpopular by their peers, and that pupils who regarded themselves as being more capable than others at speaking their minds and living their own lives were over-rejected for play by their peers.

The results of this analysis were also tentatively interpreted as indicating that while certain elements of the self-concepts of pupils were common to both chosen and rejected definitions of their popularity, the characteristics which defined pupils' chosen status were noticeably 'social', whereas those which defined their rejected status were rather more 'academic'. It was therefore suggested that of the two types of sociometric judgment, rejections may be more context-bound and more likely to be influenced by the contingencies of school environments.

The analysis of the background characteristics of pupils in various categories of rejection for work and play, as described in Chapter 8(6), indicated that, whether in terms of their socio-economic status, the levels of material adequacy in their homes, the types of education received by their parents or siblings, the cultural and recreational activities encouraged in their homes or the extent of parental interest in matters relating to school, the criteria employed by children in choosing and rejecting their fellows within secondary schools were remarkably similar to those which had been ascribed, in Chapter 3(4), to the external selection processes of the different types of secondary school.

## 12.10 ADAPTATION TO SECONDARY SCHOOL

As a terminal point in this enquiry, teachers were asked to provide assessments of the sociability, perseverance and attainment of their pupils at the end of their first year at secondary school. Pupils were also required to indicate whether they felt they had improved or disimproved in regard to nine distinct aspects of their self-images in consequence of their first-year experiences.

The results described in Chapter 10(4) indicated that grammar school teachers assessed their pupils most favourably on all three criteria, whereas junior high school teachers were least positive in their assessments of their pupils. However, the relationships between teachers' assessments of pupil progress and pupils' own estimations of improvements in their self-concepts as illustrated in Chapter 11(4) were slight in the case of all pupils except those attending junior high schools, in which the relationships obtained were consistently and significantly negative.

In contrast with their teachers' assessments, pupils in junior high schools considered that they had improved most considerably during their first year at secondary school, whereas pupils attending bilateral and grammar schools considered that they had made the least such improvements. The general trend in the relationships observed also suggested that different qualities in children, particularly their individualism, sensitivity to problems and prowess at games, may be valued differently in the different types of secondary school.

The analysis of those aspects of the personal attributes of pupils and of their first year experiences which contributed most significantly to the prediction of their teachers' assessments, as illustrated in Chapter 10(5), indicated that pupils' verbal reasoning ability and their selected status made the most significant contributions to the prediction of teachers' assessments of pupil attainment at secondary school. The magnitude of this relationship was attributed to the fact that pupils' VRQ scores had previously been employed in the scaling, within classes, of such assessments.* However, pupils' verbal reasoning ability also made the most significant contribution of all variables included in the analysis to the prediction of teachers' unscaled estimates of their perseverance and sociability, indicating that the perceived ability of pupils played an important part in teachers' evaluations, irrespective of which aspect of pupils' behaviour was being assessed.

The type of school which pupils attended was found to make its most significant contribution to the prediction of pupils' sociability. Grammar school teachers regarded their pupils as being most sociable, whereas junior high and bilateral school pupils were rated less favourably on this criterion.

With the effects of pupils' verbal reasoning ability, their selected status and types of secondary school controlled, the following characteristics, defined in terms of the highest criterion correlates within predictor subsets, made their most significant contributions to the prediction of teachers' assessments on the three criteria specified:

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* In the absence of first-year examinations taken in common by all the pupils in a school, it was possible to scale teachers' assessments of pupil attainment within classes only, with the result that both measures, VRQ and scaled attainment, retained the same between class variation.

Pupil Attainment was most significantly predicted by schools' demographic characteristics (larger schools and classes), pupils' attitudes to transfer (negatively towards educational alienation and positively towards teachers and teaching at secondary school), and pupils' age.

Pupil Perseverance was most significantly predicted by schools' transition arrangements (negatively by primary-secondary liaison, positively by pastoral provision and locational amenities), pupils' attitudes to transfer (positively towards teachers and teaching at secondary school and negatively towards educational alienation), and pupils' school attendance.

Pupil Sociability was most significantly predicted by school demographic characteristics (Catholic schools), schools' transition arrangements (negatively by primary-secondary liaison and positively by membership of school teams), pupils' sociometric status (overchosen for play) and pupils' age.

The analysis of pupils' assessments of their enhanced self-concepts described in Chapter 11(4) to 11(7) indicated that improvements in their capacities on each of the nine dimensions of the self-concept defined in the analysis were most significantly predicted by the extent to which pupils perceived their secondary school teachers as being supportive, and that these results obtained irrespective of the types of secondary school to which pupils had transferred. These findings were interpreted as consistently emphasising the crucial role which teachers play in assisting their pupils to make a successful adjustment to secondary school.

## 12.11: CONCLUSION

As indicated in the introduction to this chapter, many of the difficulties experienced by children in their transition and adaptation to secondary education are a function of differences in their socio-cultural characteristics, whether linguistic, perceptual or aspirational, prior to entering secondary school.

However, given these initial disparities in the intakes of the different types of secondary school, the evidence presented in the present enquiry would suggest that schools have a significant role to play in facilitating the adjustment of their pupils. The differences in the ways in which schools organised their physical, transitional, social and academic environments were clearly apparent in the psychological dispositions of their pupils. Moreover, the quality of the relationships between teachers and pupils emerged from the separate analyses as a consistently significant concomitant of successful pupil adjustment, irrespective of the types of secondary schools to which pupils had transferred.

Yet the evidence also indicates that Tawney's (1922) problem, that of devising an educational system in which the ideals of academic excellence and equality of opportunity might be reconciled 'in a single process through which all normal children ought to pass, because all, though in different degree, will respond to them', remains unresolved.

The present enquiry has provided a complete profile of pupils in transition which ranges from their initial expectations of their new schools prior to transition to an assessment of their progress and adaptation at the end of their first year at secondary school. In the information thus provided, but particularly insofar as the study encompasses four different kinds of secondary education, it is hoped that the results may assist in the development of future educational structures.

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# APPENDICES

Appendix 4.5.1: *Correlation of attitudes to transfer with transfer provision* (N=2822)

| | Secondary Primary Preference | Teachers & Teaching at Sec. School | Educational Alienation | Work at Secondary vs Primary School | Familiarity with the New School | The Selection Procedure | School Anxiety |
|---|---|---|---|---|---|---|---|
| Sports Activities | -.01 | -.02 | -.11 | .08 | -.02 | .08 | -.02 |
| Sports Clubs and Societies | -.05 | -.06 | -.10 | -.12 | .02 | -.10 | -.01 |
| Cultural Activities | -.02 | -.04 | .04 | -.01 | -.02 | .05 | .05 |
| Cultural Clubs and Societies | -.06 | .03 | -.31 | -.15 | .00 | -.02 | -.01 |
| Community Activities | -.04 | -.02 | -.15 | -.14 | -.01 | .04 | .03 |
| *Total Social Provision* | -.05 | -.05 | -.16 | -.05 | -.02 | .02 | .01 |
| Membership of School Teams | .02 | -.02 | .05 | .01 | .00 | .02 | -.02 |
| Membership of Clubs and Societies | .02 | .01 | .01 | .00 | .02 | .03 | -.00 |
| Use of Record Cards | .04 | -.07 | .32 | .04 | -.05 | .01 | -.01 |
| Reciprocal School Visits | .03 | -.06 | .34 | .10 | -.07 | -.02 | -.07 |
| Academic Liaison | .02 | -.07 | .38 | .12 | -.10 | .05 | -.08 |
| Pastoral Liaison | .05 | -.07 | .40 | .11 | -.08 | .05 | -.06 |
| *Total Primary Secondary Liaison* | .04 | -.08 | .41 | .10 | -.09 | .02 | -.06 |
| Meetings with Parents | .02 | -.04 | -.06 | .00 | .03 | -.03 | -.04 |
| Open Days | -.02 | -.07 | .10 | .05 | -.10 | -.01 | -.01 |
| Information Booklets | .03 | -.10 | .11 | .07 | .01 | -.05 | -.08 |
| Induction Days | -.03 | -.04 | -.10 | .02 | -.07 | -.05 | -.02 |
| *Total Secondary School Familiarisation* | -.00 | -.08 | .02 | .05 | -.04 | -.05 | -.05 |
| Form Teacher for core subjects | -.03 | -.01 | .18 | -.02 | -.11 | .08 | -.03 |
| Experimental Curricula | -.03 | .07 | -.01 | -.03 | -.01 | -.08 | .05 |
| Banding, Setting within Subjects | .04 | .06 | .06 | .06 | -.04 | -.06 | .08 |
| Provision for Slow Learners | .02 | -.03 | .24 | .10 | -.00 | .00 | -.03 |
| *Total Curriculum Provision* | -.03 | -.03 | .12 | -.06 | -.02 | -.01 | -.04 |
| Pastoral Provision | -.01 | .04 | .13 | .03 | -.03 | -.06 | .04 |
| Locational Amenities | -.07 | .06 | -.13 | .01 | .01 | -.10 | -.00 |
| Attainment Testing on Entry | -.07 | -.07 | -.10 | -.13 | -.04 | -.03 | -.03 |

Appendix 5.1:

## CODING FRAME FOR CONTENT ANALYSIS OF PUPILS' ESSAYS

### *PUPIL ADAPTATION TO SECONDARY SCHOOL PROJECT*

Rating Scheme

0 - Not mentioned
1 - Evaluated negatively
2 - Intermediate or not ascertainable
3 - Evaluated positively

(except where otherwise indicated)

## A: PRIMARY SCHOOL

### (I) *Teachers*

1. Approachability/warmth/personal interest 0 1 2 3
2. Efficiency/ability 0 1 2 3
3. Control: strict vs easy 0 1 2 3
4. Global evaluation 0 1 2 3

### (II) *Pupils*

5. Friendliness: had more friends/less friends 0 1 2 3
6. Status: 'We were the oldest'
'I was captain of the hockey team' 0 1 2 3

### (III) *Organisation*

7. Having one class teacher. 0 1 2 3
8. School discipline: strict, rule-bound vs informal (as opposed to teacher discipline) 0 1 2 3
9. School atmosphere: unfriendly, cold vs friendly 0 1 2 3

### (IV) *Work*

10. Work: too fast, hard vs easy, manageable 0 1 2 3
11. Homework: difficult, too much vs easy, not much 0 1 2 3

### (V) *Curriculum*

12. Evaluation: broad, interesting vs narrow, boring, repetitive 0 1 2 3
13. Global evaluation of primary school 0 1 2 3

*Where primary and secondary school themes explicitly compared, code relevant themes at both A and D - G.*

## B: ELEVEN PLUS

|  |  |  |  |
|---|---|---|---|
| (I) |  | *Selected Status* |  |
|  | 14. | Fail | 0 1 |
|  | 15. | Pass | 0 1 |
|  | 16. | Didn't enter | 0 1 |
| (II) |  | *Arguments contra 11+* |  |
|  | 17. | Creates anxiety in some children, prevents them from doing their best | 0 1 |
|  | 18. | Unfair: 'The 11+ is all codes and puzzles'<br>'You could be good at English and maths but not pass'<br>'Sometimes children who are not good pass' etc. | 0 1 |
|  | 19. | Makes the unselected feel stupid | 0 1 |
|  | 20. | Other Arguments against the 11+ | 0 1 |
| (III) |  | *Arguments pro 11+* |  |
|  | 21. | 'Picks the brightest' | 0 1 |
|  | 22. | 'Gets you into the school of your choice/into a good class' | 0 1 |
|  | 23. | Other arguments in favour of the 11+ | 0 1 |
| (IV) | 24. | Global Index of Attitudes to 11+ | 0 1 2 3 |
| (V) | 25. | Anxiety concerning the 11+ (at any stage) (Rated from least to most anxious) | 0 1 2 3 |
| (VI) |  | *Comments on Results* |  |
|  | 26. | 'Didn't care/glad failed' | 0 1 |
|  | 27. | 'Glad passed' | 0 1 |
|  | 28. | 'Disappointed failed' | 0 1 |
|  | 29. | Didn't get to/got to desired school (irrespective of above) | 1 2 |

## C: PREPARATION FOR TRANSITION TO SECONDARY SCHOOL

|  |  |  |  |
|---|---|---|---|
| (I) |  | *Sources of Information* |  |
|  | 30. | Primary school teachers | 0 1 |
|  | 31. | Visits to secondary school | 0 1 |
|  | 32. | Relations | 0 1 |
|  | 33. | Friends/peers | 0 1 |
|  | 34. | Other sources or unspecified | 0 1 |

(II) *Referent*

35. Teachers: 'I was not looking forward/looking forward/ to having a lot of teachers'

'I heard the teachers were very cross/kind' 0 1 2 3

36. Pupils 0 1 2 3

37. Curriculum 0 1 2 3

38. Work: level and pace 0 1 2 3

39. Other referents or unspecified 0 1 2 3

(III) *Friends*

40. Being separated from/accompanying 1 2

e.g. 'I didn't like the idea of being separated from my friends when I would go to secondary school'

or 'I was glad that my friend was going to the same school as me'

(IV) *Global Assessment*

41. Global expression of ± anticipation of secondary school (rated from negative to positive) 0 1 2 3

42. Expression of subsequent disillusionment 0 1

43. Expression of subsequent relief 0 1

D: SECONDARY SCHOOL TEACHERS

(I) 44. Approachability/friendliness/warmth etc. 0 1 2 3

(II) 45. Efficiency 0 1 2 3

(III) 46. Control: strict vs informal 0 1 2 3

(IV) 47. Impartiality: unfair vs fair 0 1 2 3

(V) 48. Global Index of Teacher Approval 0 1 2 3

E: PUPILS

(I) 49. Status change in relation to new reference group 0 1 2 3

(II) 50. Bullying, initiation ceremonies (Rated from harmless to harmful) 0 1 2 3

(III) 51. Snobbishness, coldness vs friendliness 0 1 2 3

(IV) 52. Badly behaved *vs* well behaved 0 1 2 3

(V) 53. *Global rating of pupils* 0 1 2 3

## F: ORGANISATION AND DISCIPLINE

(I) 54. Comments unfavourable *vs* favourable on variety of teachers for different subjects 0 1 2 3

(II) 55. Timetable (including time allocated to subjects) disapprove/approve: 0 1 2 3

e.g. 'I dislike too much moving about'
'Not enough time for P.E.'
'I like having a long double period'

(III) 56. Length of school day/breaks 0 1 2 3

(IV) 57. School dinners: disapprove/approve 0 1 2 3

(V) 58. Distance to school 0 1 2 3

(VI) 59. Facilities, equipment etc. (tennis courts, playing fields, variety of musical instruments, etc.) 0 1 2 3

(VII) 60. Physical organisation and lay-put of school (height, size, number of mobiles, etc.) 0 1 2 3

(VIII) 61. Anxiety related to feelings of displacement of school 0 1 2 3

e.g. 'I thought I would never find my way round'
or 'I was afraid of getting lost'

(Rated from least to most anxiety)

(IX) 62. *Global View of School Organisation* 0 1 2 3

(X) 63. General school discipline/petty rules/uniform (school discipline as opposed to teacher discipline) 0 1 2 3

(XI) 64. Harsh punishment *vs* kind treatment (use of cane or other corporal punishment) 0 1 2 3

(XII) 65 *Global View of School Discipline* 0 1 2 3

## G: CURRICULUM

(I) 66. Narrowness *vs* breadth of curriculum - new subjects content, trips, other extra-mural activities 0 1 2 3

(II) 67. Choice of subjects 0 1 2 3

e.g. 'I wish I hadn't to do Latin'
or 'Glad I am doing music'

| | | | |
|---|---|---|---|
| (III) | 68. | Comments on homework | 0 1 2 3 |
| (IV) | 69. | Work - pace and level | 0 1 2 3 |
| (V) | 70. | Comments on testing, classifying or streaming (Rated from favourable to unfavourable) | 0 1 2 3 |
| (VI) | 71. | Global View of Curriculum | 0 1 2 3 |

## H: GLOBAL ASSESSMENT OF SECONDARY SCHOOL

| | | | |
|---|---|---|---|
| (I) | 72. | Global assessment - dislike/like of secondary school | 0 1 2 3 |

## Appendix 6.2.1: *Mechanical Accuracy Measure: Statham (1967)*

### Category 1 - Punctuation (P)

| | | |
|---|---|---|
| 1.1 | PC | Capital letter omitted, or haphazard use of capitals |
| 1.2 | PF | Omission of full stop, or haphazard use of full stop |
| 1.3 | PFa | Omission of full stop in abbreviations (e.g. PE or Mr) |
| 1.4 | PA | Apostrophe in abbreviations omitted or in the wrong place (e.g. hadnt; had'nt) |
| 1.5 | PG | Apostrophe omitted or in the wrong place in genitives (e.g. teachers desk; five boy's books) |
| 1.6 | PGA | Confusion of genitives with plurals - redundant apostrophe by analogy with genitives (e.g. The boys' went to the baths' with two teachers') |
| 1.7 | PK | No comma used to separate items in a list, or words in apposition to a noun from the noun, or, in direct speech, to separate words in inverted commas from the words which introduce them; misuse of comma |
| 1.8 | PQ | Misuse or omission of quotation marks |
| 1.9 | PO | Other misuse of punctuation marks (dash; brackets; etc) |

### Category 2 - Phonetic misspelling (PH)

| | | |
|---|---|---|
| 2.1 | PH | Phonetic misspelling (e.g. 'chiken', 'peaple', 'enverlopes', 'com', 'whissle', 'pudden', 'dinar') |
| 2.2 | PHC | Word-pairs confused - same part of speech (e.g. 'beach' for 'beech'; 'sinking' for 'singing'), or high frequency words confused (e.g. 'a' for 'an'/'and'; 'in' for 'into'; 'from' for 'to') |
| 2.3 | PHG | Word-pairs confused - different parts of speech (e.g. 'I rote' for 'I wrote'; 'right' for 'write'; 'are' for 'our'; 'off' for 'of'; 'man' for 'men' (irregular plural)) |
| 2.4 | PHU | Gross misspelling; word unidentifiable; more than three letters wrong (e.g. 'precats' for 'croquettes'; 'halardy' for 'heraldry'; 'uphirraytos' for 'apparatus'; 'asmbe' for assembly'; 'pottoes' for 'photograph') |
| 2.5 | PHA | Faulty word-attack - letters in the wrong sequence (e.g. 'ot' for 'to'; 'paly' for 'play'; 'hared' for 'heard'; 'gorups' for 'groups'; 'coulers' for 'colours') |

Category 3 - Analogy (misspelling by analogy) (A)

| | | |
|---|---|---|
| 3.1 | AR | In word-building: root retained intact when one letter should be modified (e.g. 'dayly' for 'daily'), or final consonant of a monosyllable not doubled (e.g. 'wraped' for 'wrapped'; 'drumer' for 'drummer'), or two parts of a word not joined to form one word (e.g. 'in side' for 'inside'; 'in to' for 'into'), or wrong root built upon (e.g. 'rehearsaled' for 'rehearsed') |
| 3.2 | AE | In word-building: extra letters (e.g. 'untill' for 'until'; 'comeing' for 'coming'), words not 'telescoped' or spelt by analogy to similar sounding words (e.g. 'hopping' for 'hoping' - possible confusion after dropping mute 'e' and before adding '-ing') |
| 3.3 | AI | Inversion - spelling rule "i" before "e" except after "c" misunderstood and misapplied (e.g. 'recieve' for 'receive'; 'iether' for 'either') |
| 3.4 | AT | Words wrongly 'telescoped' (e.g. 'altogether' for 'all together' - instructions in a singing lesson) or two words joined together when they should not be (e.g. 'dinnermoney' for 'dinner money') |

Category 4 - Carelessness (C)

| | | |
|---|---|---|
| 4.1 | C | Carelessness - an obvious slip (e.g. initial 'p' for 'b' in scripts where there are no other problems with letter orientation) |
| 4.2 | CI | Carelessness - inconsistent spelling of a word, including the correct spelling |
| 4.3 | I | Word used several times in a variety of forms which does not include the correct one |
| 4.4 | MW | Word left out ('we done'; 'half-hour' for 'half an hour') |
| 4.5 | CG | In nouns: '-s' left out of plural form<br>In verbs: '-s' omitted from third person singular, present tense, '-d'/'-ed' omitted from past tense<br>False concord (e.g. 'we was')<br>Redundant relative pronoun or misuse of relative pronoun |
| 4.6 | CO | Orientation: 'd' for 'b'; 'p' for 'b'; 'b' for 'p' (e.g. 'rudder' for 'rubber'; 'dack' for 'back'; 'put' for 'but' for 'put') |

## Appendix 8.1: *Correction for random variability in sociometric choice*

Assuming that the choices made by pupils are random choices within the sociometric group, the pupils' scores, as expressed by the number of times their names appear on the lists of others, should, for three scorable choices, be distributed according to the binomial theorem as follows:

$p = 3/(N-1);\ q = (N-4)/(N-1);\ n = N-1$

Let $NT$ = total number in the sociometric group;

and $NP$ = number present in the sociometric group;

Where $NT = NP$ for a three-choice test, random choice is described by;

$m = np = 3$

$\sigma = \sqrt{npq} = \sqrt{3(N-4)/(N-1)}$

$\alpha_3 = (q-p)/\sqrt{npq} = (N-7)/\sqrt{3(N-1)(N-4)}$

and a pupil's test score, corrected for random variability is:

$(\text{Raw Score}-3)/\sqrt{3(N-4)/(N-1)}$

Where $NT > NP$

For pupils present:

$p = 3/(NT-1);\ q = (NT-4)/(NT-1);\ n = NP-1$

and, for a three-choice test, random choice is described by;

$m = np = 3(NP-1)/(NT-1)$

$\sigma = \sqrt{npq} = \sqrt{3(NP-1)(NT-4)}/(NT-1)$

$\alpha_3 = (q-p)/\sqrt{npq} = (NT-7)\sqrt{3(NP-1)(NT-4)}$

and a present pupil's test score, corrected for random variability, is:

$(NT-1)(\text{Raw Score}-3(NP-1)/(NT-1))/\sqrt{3(NP-1)(NT-4)}$

For pupils absent:

$p = 3/(NT-1);\ q = (NT-4)/(NT-1);\ n = NP$

$m = np = 3NP/(NT-1)$

$\sigma = \sqrt{npq} = \sqrt{3NP(NT-4)}/(NT-1)$

$\alpha_3 = (q-p)/\sqrt{npq} = (NT-7)/\sqrt{3NP(NT-4)}$

and an absent pupil's score, corrected for random variability, is:

$(NT-1)(\text{Raw Score}-3NP/(NT-1))/\sqrt{3NP(NT-4)}$